

**For Those
Concerned With
Children 2-12**

**To Stimulate Thinking
Rather Than Advocate
Fixed Practices**

1957-1958

**That We May Explore
Resources for Learning**

Childhood Education

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Subscription \$4.50. ACEI membership (including subscription) \$7. Comprehensive membership \$9. Single copies 75 cents. Send orders to 1200 Fifteenth Street, N. W., Washington 5, D. C. Entered as second class matter at the post office at Washington, D. C., under the act of March 3, 1897. Copyright 1958. Association for Childhood Education International, Washington 5, D. C.

Published monthly September through May by

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL

1200 15th ST., N. W., WASHINGTON 5, D. C.



Don't Fence Me in

By WINIFRED E. BAIN

LEAN BACK, CLOSE YOUR EYES, GET YOUR FEET UP IN WHATEVER WAY is the most relaxing posture for you. Then hum or croon this theme song to the accompaniment of a guitar—real or imaginary—and let your emotions well up and you will find yourself demonstrating the natural and normal tendency of all people to long to be utterly free. *Don't fence me in:* no schedules; no responsibilities; no restrictions; no problems, worries or concerns. Only wide open spaces, the sun, the sky, the wind-swept prairie, boundless, uninhibited delight.

Yet in the deeper recesses of human nature is a strong desire for boundaries: fences for security, paths of hope, highways of endeavor and crossroads for interrelationships.

These two human tendencies, the desire to be utterly free and the need for restrictions, are not really paradoxical. Laws, rules, regulations, walls and fences give security and protection. Highways, maps, signs and directions provide means of progress along the open road to where one wants to go. The right balance of the two is the only true condition of freedom.

Values and Evaluation

This proper balance comes only when restrictions are based on recognized values. Determining what course one will take in light of the values one holds is the process of evaluation common in everyday life.

"It's nice to get up in the morning, but it's nicer to stay in bed," says the old Scotch song. But we do get up in the morning since we value the rewards that an active day will bring. Simple and elemental, isn't it?

Yet many people shun *evaluation* as a bad word, and the words *test* and *examination* are even worse. Why should this be? There are several reasons. The cause of this aversion is probably not primarily the overbalance of the natural wayward tendency to crave utter freedom unless this has been so nurtured in childhood that it has become an abnormal pattern. It is rather inherent in emotional patterns arising from abuse of the evaluation process.

Emotions arise in revolt when tests are administered by one person to another or group of others without mutual understanding of values involved. Teachers come to mind at once as they administer school and college tests which must be taken for the sake of institutional requirements, not for what they may show about what has been learned as an indication of what should be done next. But teachers are not alone in this. Parents are often at cross purposes with children when they insist on certain standards, and indeed children often sit in judgment on their parents. And again, adults place value restrictions on each other. Unless there is mutual recognition of values or, failing this, a faith in each other and a common respect for outcomes, friction ensues. Scapegoating is a usual and unpalatable phenomenon which often results. Blame is heaped on the teacher, the parent, the child, the boss, the Supreme Court or the President.

Another conflict occurs when tests are not valid for revealing the true values they purport or test. This situation is sometimes real and sometimes imaginary. Many tests are inadequate, but again they may be the scapegoats when the one tested fails to understand them or wants to "save his face."

Even an utterly fair and fully understood test may be resisted when the revelation of truth hurts. The polio or rheumatic fever victim who knows he can never belong to the Little League, the teacher who has unmistakable evidence that the parents of his class will not rest until he is dismissed, the student who flunks out of college will need eventually to learn that they must grapple with the process of facing themselves and finding new directions.

The problems of evaluation are further intensified by the fact that values shift from age to age. What was good for Grandfather's day of the horse and buggy is in many respects outmoded in the grandchildren's day. In the present time "Around the World in Eighty Days" is a moving picture fantasy, while the man-made satellites circling the world in approximately that many minutes are the realities. Grandfather says that human beings are the same as always and should be treated with the same respect for human dignity and equality. And Grandfather is right too. But grandchildren say: "Yes, of course, but the world is both larger and smaller than it used to be. It is larger in that there are so many more people to be concerned about, people you never heard of

in your day, and smaller since we are all so much more accessible to each other." In some ways this makes the grandchildren more tolerant and understanding. There is a tendency to abandon class distinction, to outmode the word "foreigner" and to applaud the United Nations. At the same time the new generation is beset by fears which force them to resort to power diplomacy. Changes have come so rapidly that not only is it difficult for generations to understand each other; it is taxing for those of any age now living to determine by what standards to map the course of freedom and build the fences of security.

One reason for difficulty is that outcomes are often not immediate and choices made in the present time are calculated on deferred rewards. This is apparent in even the simplest types of evaluation. Ask a child, "Will you have five cents now for one piece of candy or twenty-five cents next week for a bag full of candy?" He may think, "Well, I'm sure of the five cents now and perhaps you'll forget to give me the twenty-five cents next week." But, more likely, since he is immature, he will think, "I want my candy now, what do I care about next week?" One of the most telling marks of maturity lies in the ability to project values into the future and be willing to endure the suspense of awaiting delayed outcomes.

Intelligence and Maturity

At some time or other, everyone passes judgment on someone or something. Yet the process of true and sound evaluation, involving as it does the weighing of truth against sound values, demands intelligence and mature thought.

In the population of the United States of America we have a considerable amount of intelligence. We are a people who have come from many cultures. We are sprung from immigrants all of whom had the "dare" to pioneer in a new land and create a new culture. And despite the fact that we are a young nation we are now coming into maturity. In the process of maturing we have tenaciously held to the ideal of liberty and have endeavored to protect our freedoms by clarifying the values which should be maintained in order to insure it.

According to the Educational Policies Commission* a body of values has emerged and is tacitly agreed upon as basic to American life. Paraphrased, the values I like best in their list are these: The key value lies in the recognition of the supreme importance of the individual personality. Institutions and governments are the servants of man and derive their power from mutual consent rather than violence. For the grave responsibilities thus placed on the shoulders of each individual, the human mind should be liberated by access to information and opinion. The individual is responsible for his own acts but at the same time concepts of justice and brotherhood take precedence over self interest. And

* Educational Policies Commission of the National Education Association of the United States of America, *Moral and Spiritual Values*, Chap. II. Washington, D. C., 1951.

for good measure, the American ideal includes a spiritual quality and the guaranteed right to the pursuit of happiness.

By such concepts as these we evaluate the behavior of individuals and measure the progress of our country in face of conflicting ideologies of the present time. By such values we endeavor to set up the boundaries that protect freedom. It takes both intelligence and maturity to do so.

Fences for Children

In the present generation there are a great many intelligent children. It appears to be the fashion at this time for intelligent parents to have large families. And it is heartening to note a rather widespread conviction in modern families, schools and elsewhere that the development of the individual personalities of these children is of paramount importance. There appears also to be a strong feeling that children should be free to develop in their own pattern and that a high degree of tolerance for their often inept behavior is desirable.

There is much to commend in these attitudes. And yet, children are immature despite their intelligence, their individuality, their right to freedom for growth. They cannot have the wisdom for sound judgment until they have lived and learned. How do they learn the values by which men live in peace, progress and service to each other?

The best learning comes through sharing life and responsibilities with people who are mature, who understand themselves and who, since they have mapped a true course, know where they are going. Before the days of modern equipment there were perhaps more ways than now in which adults and children could share responsibilities, but there are still a great many in both homes and communities. And children learn better by sharing than by too much verbal direction. We depend too much, I believe, on telling children what is right and what is wrong.

Children learn best when there is an atmosphere of affectionate objectivity in the adult-child relationship. The affection is real, warm love and respect. The objectivity is based on rules and regulations that all are expected to follow as a condition of orderly life. Children are happier, I believe, when they have boundaries to give them security. Exceptions can be made as there should be flexibility, but children will know that these are exceptions after which the old recognized pattern is still there. Too rigid restriction, of course, may deprive youngsters of the opportunities they need for learning thoughtful self-direction. But in this land of the free and home of the brave, children need fences that lend security and also directions toward wisdom, maturity and strong personal individuality.

There is more joy in this reasonable and orderly procedure than in the unfenced wide-open spaces. Don't completely abandon the mood of the free-running theme song with which we opened this discourse, but perhaps you'd better change your tune.

Winifred E. Bain was formerly president of Wheelock College, Boston, Mass.

Democracy Grows Individuals

"We teachers are the professionals in the growing of people. We must so build, arrange and operate our communities, schools and schoolrooms that every child lives well every day regardless of his I. Q., skill in the 3 R's, parentage, race," says Howard Lane, professor of education, New York University.

"**BOY, OH, BOY!** ARE WE GOING TO HAVE fun tomorrow," a second grader exclaimed to her puzzled father. He inquired, "How's that?" "Our wild-life group is going to cooperate with the third-grade zoology group," enthused the child. Father pressed a bit, "What are you going to do with them?" "Oh, I don't know. We're just going to cooperate." This joyous feeling arose likely in anticipation of doing something different with some different people rather than from the promise of greater abundance through group endeavor.

When this father started to school somewhat more than three decades earlier his classroom group was joined together only by the confinement of four walls and a firm teacher. Communication among classmates was forbidden; few sins transcended giving or receiving help with assigned lessons. Group enterprise was neither educational method nor goal.

It was then near-blasphemy to question the dogma that the pupils in a school group should be as nearly alike as could be arranged. Uniqueness (we then used the term *individual differences*) among pupils in a group was lamented as a serious problem requiring resolution.

Graduate students and their professors worked out schemes for neutralizing differences: demotion, acceleration, multiple tracks, early identification as academic and non-academic, enrichment, remedial work, special classes, special schools. When God, at long last, revealed to man the natural phenomenon of the I.Q., the problem of forming groups of like ability was solved. This led merrily into the concretion of the abstraction *levels* which has become the great eliminator of all uniqueness other than rate of growth.

Automation Age

As long as man alone did all of the work required to keep himself and his dependents fed and clothed, he toiled from dawn to dusk for bare necessities. He had no time to create or admire beauty, to chat pleasantly with friends, to play, to contemplate the meaning of life. Gentlemen and ladies were people who did no useful work, produced no goods, rendered no satisfactions—they had subjects to do it for them. We shall not here recount man's slow development to the harnessing of energies other than man's muscles. We enter now upon the age of automation which, we are told,

enables us to pour appropriate raw materials into one end of a factory and wait at the other end for an automobile, a watch, or whatever we have devised our machines to produce. We have lately learned how to release and control energies which abound everywhere. Man can now contemplate as his principal productive work the designing of machines and processes and keeping them in order. (The foregoing is obviously oversimplified.)

Industrialization has demanded increased amounts and kinds of cooperation. Individuals have become highly specialized. Today few shoe manufacturers can make a shoe. Who knows anyone who could shear a sheep and from the wool fashion a dress to wear to the ACEI conference? We appear well dressed even on our salaries as the result of the cooperative labor of many people, all specialists, none of whom could carry out all of the operations of making a garment. No man, alone, can make one nylon thread.

Utilizing Unique Abilities

A cooperative—division of labor—enterprise utilizes unique talents and abilities of many people! In the pioneer culture handicapped persons perished or were burdens to their relatives. Modern methods of production can find use in specialized tasks for amputees, the blind, the dull-witted, the crippled.

Working together in planned, organized procedures with ready sources of energy and specialized tools, a man today produces many times more goods than could his grandfather, regardless of his grandfather's talents and zeal. Modern cooperative endeavor frees the individual from arduous toil and provides him with much time and purchasing

power to spend in accord with his preferences for a near infinite variety and amount of goods and services. Those who render personal services are no longer subjects scrambling for crumbs from the master's table; they are workers carrying out their specialties while living in human dignity.

Man still has far to go in using his new freedom for the enhancement of his own life. The transition from "living to work" to "working to live" has been slow. Too many of our people continue to live in competitive acquisitiveness, seeking to buy a vast variety of escapes. Perhaps the school has used too much the motive, "Study hard, be good, thwart present impulses and desires. When you grow up you'll make a lot of money and can buy a good life." Grown-ups must see that childhood is a sizeable portion of a life. The quality of day-by-day living is even more crucial to a child than to an adult. The groups of childhood must extend and deepen genuine gratifications in friendships, creativeness, self-respect, value and appreciation, hearty enjoyment. We teachers profess to be professionals in the growing of fine people. *We must then make sure that all of our children live gratifying, productive, zestful lives.* An eight year old once informed me, "Daddy! I'm not waiting to grow up."

Fundamentals Today

Development of the values, concerns and skills required for cooperative living is the basic fundamental of the school today. As this is written the ether trembles with excitement over the problem of identifying the scientist in the crib and nurturing him (never her) to occupy Mars and Jupiter. As Grandma put it, "People are getting too smart for their britches." Our know-how has raced

beyond our characters. Two heads are more than twice as good as one, but *only* when they seek common purposes. In contention two heads are worse than either. Two people know more than one. No person today can know all the facts or call to awareness all of the aspects of any important social or technical problem. One man can know so little of what mankind knows. Thus it is plainly silly for schools to attempt to group together persons who are alike in talent and knowledge. If all have the same characteristics, they are more weighty, not more wise or competent. Members of a group must be valuable to each other; hence they must differ from each other.

Democracy is voluntary cooperation. Since modern living demands cooperation, persons in power are constantly tempted to demand it. Hitler made a very cohesive, efficient group of the Germans. We once heard a small boy explain his low mark in cooperation with, "Ah! that's how well you obey." On another occasion he told his sister. "Social science is how good you stand in line to go to the bathroom." We suspect that the term *cooperation* on rating scales for teachers indicates acquiescence more often than skill in group endeavor. Totalitarianism is imposed cooperation in whatever form it appears!

The most radical statement in history is, "Man was not made for the Sabbath; the Sabbath was made for man." Its meaning: human arrangements, human institutions are made to enhance the quality of living of individual personalities. The author of this idea was executed by the good people of his time. The prime difference between democracy and totalitarianism is found in the interrelationship between the individual and his group. Does the group function for the

benefit of the individual, or is the individual the servant of the group? Who among us has not joined groups the better to express ourselves and to add numbers to our own strength shortly to find ourselves in an atmosphere of, "You owe it to the group. What can you do for the group? We do expect you to be loyal!" And who among us has not sensed a bit of guilt in feeling our zest slipping? (We narrowly escaped entitling this article, "Democracy Needs the Individual," while we meant all the time, "Democracy Grows the Individual.")

Appreciation and effective use of unique individual talents are crucial to effective group enterprise. Some of us can write beautiful songs but cannot sing them. One can plan a bridge but cannot weld a rivet. Among us are individuals who can spell out profound ideas while our efforts to communicate them to groups induce peaceful slumber. "Know thyself" is the most significant advice man has received.

Abandon Evaluation by Comparison

Democracy must learn to value and use special talents and abilities without relating them to degree of right to live a significant and gratifying life. Our current procedure of evaluating by comparison must be abandoned. Symbolic marking, special awards, prizes devalue special abilities in the eyes of fellow group members. The powerful popularity of the term *egg-head* frightens me more than does Sputnik. Teachers must learn to value children as they value each other. We do not hasten the development of a frog by snipping off a tadpole's tail. Sensing that their own values are respected, youngsters will not need to restrict the changing and maturing of their own. The small-fry are not committed to

neatness and punctuality, although most of them seek acceptable compromises.

Among children, as among their elders, groups form and function for many purposes: to play, to enjoy a common interest, to plan work and determine individual roles in carrying it through, to add to all the knowledge and skills of one or a few, to whet minds on each other, to make decisions when forks are encountered in the road and all must go a single way. (A democratic group seldom votes. It reaches decisions by consensus seeking a balance, not merely of numbers, but of the weight of preferences and concerns of each individual in the group.)

Frequently we encounter a group—family, classroom, faculty, legislature which seems worse than anybody in it. The causes of group illness are rather clear. Among them are: lack of defined

purposes and devotion to them; individuals or cliques seeking to prevail, or seeking to get the credit; special privilege, recognition and honor for those in the role of leadership (in democracy, leadership is a job not an honor); giving attention to "Who is right?" rather than "What is right?"; contests among individuals or subgroups.

Groups persist and flourish as long as they extend and deepen the quality of living of the individual as he perceives and lives it. We teachers are the professionals in the growing of people. We must so build, arrange and operate our communities, schools and schoolrooms that every child lives well every day regardless of his I.Q., skill in the three R's, parentage, race. Much of his life is social, lived in groups. He finds life's changing meaning for himself by himself. Let us provide and respect time and circumstances for reflection and repose.

Learning a New Language

ACEI's newest general service bulletin is off the press!

Contents—

Foreword, by MARIAN JENKINS, Consultant in Elementary Education, Los Angeles County Public Schools, Calif.

Language—Function of Total Life Situation (Language Differences upon Entrance to School, Network of Human Relationships, Teaching of Non-English-Speaking Children), by MARIE M. HUGHES, Professor of Elementary Education, University of Utah, Salt Lake City.

Significance of Language Handicap (Language Proficiency and Handicap, Bilingualism and Dual Language Handicap, Conceptualization, Language of the Mind, Tasks of Teaching and Learning, Ideal Classroom), by GEORGE I. SÁNCHEZ, Chairman, Department of History and Philosophy of Education, The University of Texas, Austin.

Order from: Association for Childhood Education International, 1200 15th St., N. W., Suite 300, Washington 5, D. C. 32 pages; 75¢.

ADULTS EVALUATE

Schools Evaluate

By ALMA WILLIAMS DAVID

A self-study evaluation program begun three years ago in eight elementary schools of Dade County, Florida, has broadened and improved learning situations for children in many ways. Alma Williams David, professor of elementary education, University of Miami, reports the study.

"OUR FACULTY HAS A CLOSER WORKING relationship than ever before." "Our children have profited tremendously from our school's self-study." "We are more objective about school problems. Now, we look at the principles involved instead of the personalities." These are remarks made by teachers and principals who worked together in evaluating their schools. The self-study evaluation program was begun three years ago as an experiment in eight elementary schools in Dade County, Florida* (which comprises Miami, Miami Beach, Coral Gables and some twenty-five additional municipalities). The principal and teachers in each of the schools made an intensive study of the total curriculum, administrative procedures and school plant, listing what they believed to be their strengths and weaknesses. At the

end of the year a review team of educators spent three days in each school evaluating results of the study, observing in classrooms and making recommendations. At the conclusion of each visitation, meetings of the total school personnel and the review teams were held to evaluate the effectiveness of the plan. From the conclusions thus obtained, the decision was made to change the procedures used in the self-studies for the following year. Ten schools evaluated themselves under the revised plan in 1956-57. The major change was the introduction of consultant services available at the request of the schools. Through an agreement between the Dade County Board of Public Instruction and the School of Education of the University of Miami, university consultants made it possible for the teachers who participated in the self-studies to earn college credit if they desired to do so. Each school also had the assistance of a Dade County zone supervisor. The plan remains substantially the same for the 1957-58 self-studies in which sixteen elementary schools are involved.

Common Characteristics

The unique feature of the evaluations is that they are literally *self-studies*.

* Those responsible for the initiation of the self-study programs and for the joint cooperation between the Dade County Public Schools and the University of Miami are: Malvina W. Liebman, director of elementary education; Wesley W. Matthews, assistant superintendent for general education; and Joe Hall, superintendent—all of the Dade County Board of Public Instruction. William M. Alexander, formerly director of in-service education, and John R. Beery, dean of the School of Education, University of Miami. Alma Williams David (the author), professor of elementary education, University of Miami, has participated in the self-study program since its inauguration.

Each faculty in cooperation with its principal and consultants decides upon its own objectives and procedures. No two schools choose the same course in attaining their goals. However, the self-evaluation studies have certain characteristics in common which are as follows:

Schools conducting self-studies are in the second year of operation or their principals are in the second year of principalship.

The principal serves as the leader or coordinator of the self-study.

All members of the faculty, including special teachers, participate in the study whether or not college credit is desired.

Meetings are held twice per month instead of regular faculty meetings.

The zone supervisor meets with the group each time and the university instructor is present on alternate meetings.

Each school follows a flexible general structure which consists of four phases:

Development of criteria for evaluation.

Application of criteria with designation of areas of strengths and weaknesses.

Planning and initiation of improvement efforts; choosing of individual projects.

Reports on projects; re-evaluation of progress made; planning for improvement in succeeding years.

Due to the flexibility of the general structure two or more of the phases may be in progress at one time. Usually the teachers divide into committees around the various areas of concern for the formulation of the criteria, with each committee composed of representatives of grades one through six. Criteria are

drawn up and presented to grade level committees and to the total faculty for revision and/or approval. When the final set of criteria for a given area of study is agreed upon by the total faculty, each teacher evaluates his own classroom using the rating scale selected by the group. All evaluation sheets are kept anonymous and emphasis is upon total school improvement. Each grade level is evaluated by its own members, and finally a picture of the entire school's strengths and weaknesses is revealed by a compilation of items on grade level reports.

Self-Study Topics

As soon as individual members discover an area or problem of significant concern to warrant specific study and attack, it is chosen for a project and intensified work is begun. Sometimes several teachers will work together on a particular problem, each reading on the topic and conducting action research. Examples of the types of projects undertaken can be illustrated from those being carried out at the present time in one elementary school. The topics are: developing art centers in each classroom; giving physical education tests and interpreting the results; developing manipulative materials for a readiness program in arithmetic; evaluating reading skill techniques; meeting children's needs through improved grouping and individualizing

Teachers participating in the self-studies

Courtesy, Dade County Bd. of Public Instruction, Fla.



instruction; experimenting with aids for slow-learners including improved use of audio-visual aids; studying the use of motivational devices, self-kept graphs, experience charts; conducting a school-wide science fair growing out of science projects in each classroom; evaluating and improving unit teaching; putting democracy and self-discipline to work; improving speaking and listening skills; organizing a school paper; initiating an enrichment program for gifted children; utilizing the services of the special consultants in music, art, library, physical education, speech, health and guidance; emphasizing the social studies; surveying parent-teacher-community relationships; evaluating the school-wide parent-teacher conference program; improving selection and use of library books; and evaluating the use of various sociometric techniques.

The final sessions of the self-study are devoted to reports on the individual projects. This phase of the program appears to provide the most satisfaction for everyone involved. Members are able to see the fruits of their efforts and enjoy sharing their experiences and know-how with their fellow faculty members. Each teacher has become an expert on a particular phase of the school's work and has contributed toward lifting the standards for himself and the whole school. On the basis of the progress made and the problems remaining to be solved, the school decides upon its plan of attack for the next year and the years to follow. A short summary of the self-study is filed with the Board of Public Instruction, and a complete record of each phase of the entire year's work is kept by the school.

Recurring Questions

The self-study program is itself evaluated constantly. After three years of evaluation and re-evaluation by all concerned, there are several questions which

remain to be answered. Among the recurring questions are the following: Should each school formulate its own criteria or should the criteria be decided upon in advance and adapted to each school's needs? Should every teacher be required to participate in the self-study or should participation be voluntary? Should a follow-up program be initiated and, if so, how soon and along what lines? Should every school in the county (now comprising the eighth largest school system in the United States) eventually be required to conduct self-studies? These and other problems require the thinking of all concerned. In contrast to the problems which remain to be solved, there are many aspects of the self-studies which appear to have been successful. Each of these could be developed as a topic of discussion, but for the sake of brevity they may be listed as:

The instructional program of the school is broadened and improved.

There is greater utilization of the facilities and resources of the school.

Relationships within the faculty are strengthened and deepened on vertical as well as horizontal levels.

The principal is established as the curriculum leader of the school, and the framework is laid for future improvement.

Each faculty member has a part in developing the school's philosophy and in carrying out its declared policies and procedures.

Each teacher gains self-confidence as well as confidence in his fellow workers' ideas and accomplishments.

Communication lines between the county administration and the school, between the school and the community and between the teachers and the pupils are all strengthened. Supervisors are better able to help each school and its teachers achieve their goals.

University instructors are aided in making their campus courses in education more practical and realistic.

Future plans for the school are available for the guidance of the faculty, new teachers entering the school and those interested in the school's continued progress.

Parents Evaluate

Three parents from Glencoe, Illinois, evaluate home life and bring out some important suggestions for guiding children.

By MRS. STANLEY M. KATZ, MRS. VERNON M. WAGNER, MRS. ALAN L. HIMELBLAU

BEFORE WE CAN HONESTLY EVALUATE ourselves as parents, we have to look ahead at the long-range goals we have—spoken or unspoken—for our families. When we tell our children to finish their homework before they tune in a western, not to feed the baby bonbons, or not to leave their galoshes on the stairs, what are we thinking of in terms of their future?

Like most parents we want happy children who will grow into happy adults, who will be both comfortable and contributing members of society. How then can we help our children grow up and take their place in society?

From time to time, we think, we must ask ourselves these questions: Are we showing our children that we respect them as individuals? Do we as a family feel free to be honest with each other? Do we share not only family chores, but fun as well?

Respect for Differences

One situation which faces sensitive parents everywhere arises when there is a conflict between outside pressures and one's way of life at home. When we heard from our three year old, "Susie can watch television until 8 o'clock, why can't I?" we realized it differed only in degree from our neighbor's teenager's, "Everyone is going to Florida for spring vacation, why can't I?" We have answered it and similar statements with replies like, "Some do and some don't. Everyone is different. One way isn't

better or worse than another. We aren't all alike."

As a result of their understanding this attitude our children have already shown a real respect for differences in others even though they are very young. We believe this attitude of respecting differences in individuals and families will develop into a respect for broader differences—cultural, religious, racial. In this way they learn to accept others who are different from us instead of merely tolerating them.

Be Honest with Each Other

Our next question—Do we as a family feel free to be honest with each other? Unfortunately, we were faced with a situation a little over a year ago for which we could not prepare our children. Our youngest daughter died suddenly on her first birthday. We were advised by doctors at the hospital to prepare our two older daughters by telling them each day that their sister was worse until by the end of the week they could accept her death. We chose to disregard this advice even though we recognized its theoretical merit. We felt that we must be honest with them so when we returned home we told them the truth. We believe we were right in doing so. Their inner resources helped them to accept their sister's death. Now that more than a year has passed we know that because they were told the truth and we answered their questions honestly they have no abnormal fears of sickness or hospitals or death. They trust

and have confidence in us as we have in them, for we have mutually earned that confidence.

Share Chores and Fun

Do we share not only family chores, but fun as well? Different families have fun together in different ways. The Fourth of July it rained. We had our potato salad and fried chicken on a blanket in the living room. Some families relax by bowling together, others by sleeping under the stars in a tent and still others by playing under a tropical sun complete with sandy beach. It is so often the short excursions and family trips that children remember with pleasure when they grow up. We have found it is a wonderful time to become reacquainted with each other, without the pressures of homemaking for Mother, business for Daddy, and school and schedules for the children. Often children think parents can do and excel in everything. While we were on a fishing outing recently, the children's catch was greater in quantity by far than Daddy's—a pleasurable reaction and awakening for them.

Most parents hope their children will become self-reliant individuals who will be useful, cooperative members of their community. Presumably every family works toward this goal in its own way. In our house, we feel an accompanying walk from door to door with Father, while he collects funds for the Red Cross or Heart Fund, can be the beginnings of working, living and sharing with neighbors. The witnessing of many adults sharing and helping a common cause is most impressive and acts out the theory that children constantly hear about helping our fellow man. There is not only great pride in Mother's P.T.A. activities and seeing her often around school, but an

underlined importance to school and all the people therein because Mother gives her time to it.

Attitude toward Children Important

When and how do parents know that they are really helping their families lay down good foundations? There is no fiscal year for tabulating this information. Sometimes the only solutions for some problems are salty ones—with the salt provided for by Susie or Johnny in liquid form. Children must work many situations through themselves. We can only listen, understand and wait, when we hear, "No one will play with me." "I'm never going to school again," or "You don't love me, nobody loves me."

But every once in a while we are rewarded with, "Well" (said the son of a friend who had looked forward to a full weekend including a school dance and a basketball game, but was nursing a cold), "I guess I won't go to the dance tomorrow night because the team is counting on me for the game Saturday night."

Or one day I heard a small boy and his Daddy talking. "Why are you such a fine boy?" said the Daddy, and his son replied, "'Cause you're such a good Daddy."

Many people working in the field of child guidance today tell us that it is not where a family lives, what their income is, or the kind of work the father does that matters most in making happy children. In the last analysis, it is the parents' attitudes toward their children and their relationships with them that are important.

Writing as parents to other parents isn't easy. There is every possibility that tomorrow our television will sound off at 7 a.m., Susie will feed the baby bonbons for breakfast and I will trip over the galoshes when I come down the stairs.

Out from under the Roof

By HELEN M. BROADHURST

A principal faces problems relating to school transportation and evaluates playground activities. Helen M. Broadhurst is principal of Caldwell School, Hammond, Indiana.

ONE YEAR AGO WE FACED A PROBLEM shared by many schools during the past five years. Our school population had been doubled by the enrollment of children from the new homes constructed in our district.

Many of the families had moved to the Calumet Region from other states. They had been drawn to the area because of its industrial opportunities. The majority of them were buying homes for their growing families. The problems that seem inevitable when there are numerous changes in established patterns of living were met in ways that seemed to offer the best solutions.

There were unpaved streets, traffic hazards and inadequate public transportation to be considered. These conditions, among others, led parents to want their children to remain at school during the noon hour.

Chartered Bus

Soon after the school year began, a strike of the drivers for the public transportation company sparked activity resulting in an arrangement for transportation of children that has proved to be very satisfactory. A group of parents whose children depended on the bus for going to and from school chartered a school

bus from a company engaged in similar work for an adjoining township. The parents, under the leadership of a chairman, chose "block mothers" who distributed tickets, arranged the schedule and route, answered questions and so on. The route reaches more areas of the district than were served by the city buses. The children arrive approximately fifteen minutes before school begins, and the bus is usually waiting for them at dismissal in the afternoon.

The roof of our school was not broad enough to cover our in-school activities. There were four temporary classrooms in use, two in the cafeteria and two in the playroom. The kindergarten children were on temporary leave so that a first-grade class could be housed in their room.

The school scene was illuminated by two very bright spots—one, the understanding and patience of teachers and many parents; the other, an addition to the building containing seven classrooms and a kindergarten was under construction and would be ready for use in the late winter or early spring.

Building activities had cut the amount of playground, both field and blacktop, to less than half its original size. Stationary playground equipment had never

been installed. However, the play area had been more than adequate for softball and various other organized games. There had been room for running and jumping or just sitting on the sidelines and talking.

Crowds Lowered Standards

Increasing the number of recesses, all under teacher supervision, helped to make better use of available facilities during the morning and afternoon sessions. The conditions on the playground had become more crowded during the noon hour. There was an increase in the number of children who stayed all day during the winter months. Whenever the weather permitted they spent the time that remained after eating lunch outdoors.

It soon became apparent that an evaluation of the noon hour activities was urgent. The lag between the verbalization and implementation of standards of good citizenship was alarming. These standards had been developed cooperatively within the groups. The lack of consideration for younger children was very noticeable.

There were hostile feelings developing within some children who believed that there was no place for them in any play group. Rough play attracted some children to the point of involving personal safety.

The teacher who supervised the noon hour play activities as a part of his recreation assignment spent much time as an arbitrator.

Adaptable Materials

A concerted effort on the part of the school staff was made to provide materials that were easily adapted to use by the children in many ways according to their ages, skills and interests.

The results of the planning were very tangible ones:

Children helped paint circles and diagrams on the blacktop.

A tether ball was acquired.

Three softball diamonds were located on the field.

A sum of money contributed by the Parent-Teacher Association was used to buy balls of various kinds and sizes. Lengths of rope to be used for jumping games were purchased.

The carpenters from the department of school maintenance built basketball backboards and standards to support volleyball nets and set goal posts in place.

A part of the playground area was designated for activities of the primary children as soon as the construction of the new rooms was completed.

The after-school recreation program continued to function in the same manner as it had done. The boys in the intermediate grades met two afternoons each week after the close of school. The time, approximately forty-five minutes, was spent in games under the supervision of a teacher. When weather permitted the activities were outdoors. At other times they were scheduled for the playroom.

When we as a group next evaluate the strengths and weaknesses of our "out-from-under-the-roof program" the playground will again receive the major part of our attention. Among the guides to direct our planning are these:

Participating in play activities and being members of playgroups are essential to the all-around development of children.

Planning and evaluating a playground program benefits greatly from group participation of both adults and children.

Continuing changes in group membership must influence our plans.

Learning is never limited to the four walls of a classroom!

“...a part of a vast mankind.”

By VIRGINIA AXLINE AND GEORGE G. DEEVER, M. D.

*You have been told
that, even like a chain,
you are as weak as your
weakest link.*

*This is but half the
truth. You are also as
strong as your strongest
link.*

*To measure you by
your smallest deed is to
reckon the power of the
ocean by the frailty of
its foam.*

*To judge you by your
failures is to cast blame
upon the seasons for
their inconstancy.¹*



Courtesy, Virginia Axline

WITH THESE WORDS KAHLIL GIBRAN reminds us that all our attempts at evaluation must be done with thoughtful, considered judgment lest we confuse the power of the ocean with the frailty of its foam. This is extremely important when we attempt to assess the mental and physical health of the children. Too

frequently we cast out our appraising nets and categories and label in meaningless extremes—coming up with half-truths that are incompatible with what we know about the nature of a child. Too often we think we know what the child cannot do and we fail to look again in order to discover the strengths and successes that may be of real value to the child and to the group.

¹ Kahlil Gibran, *The Prophet*. (New York: Alfred A. Knopf, Inc., 1923). P. 96.

Many times our increased understanding of the total development of the child comes from unexpected sources. Our understanding of the body in health has grown by the process of inference and deductions from the physicians' study and experiences with patients who are ill. Studies investigating the state of good health are in the minority at the present time. The needs of the ill have understandably taken precedence and determined the focus of the studies. The field of medicine with its increasing body of knowledge and its complexity and specialization has emphasized the necessity of a team approach if we are to gain more adequate understanding of the whole child. It is a reciprocal relationship where each discipline brings to the study of the child the varied educational backgrounds, experiences, philosophies and understandings. Out of these shared concepts, questions, hypotheses and researches emerges a new and vital approach to increase our understanding of the whole person.

Children with Handicaps

It is estimated that there are 28 million handicapped and ill persons in the United States and of this number 5,867,000 are under twenty-one years of age. Approximately one-fifth of the children will be handicapped by some physical disability. Physicians have learned how to save the lives of infants and children but have failed to meet the needs of those who are left with a physical and emotional handicap. It is estimated that in every 200 live births there is one child born with brain damage, which means that in every fifty-six minutes in the United States there is a new cerebral palsy patient who needs our care. Medical science is saving many premature babies.

The incidence of cerebral palsy, brain damage, blindness in this group has been very high. Only a few years ago practically all children with tubercular meningitis died. Now we have discovered drugs which save the lives of most of these children; but many of them are left with permanent hearing losses, neuromuscular disabilities and mental retardation. It is absolutely essential that something constructive be done to solve the problems that are present among us.

As one goes about the country visiting clinics where disabled children are being cared for, it becomes increasingly evident that the emphasis is on the disease and the disability and not focused on *children* with handicaps. In evaluating the work that is being done in the field of rehabilitation the conclusion has been made that a rehabilitation program which does not have adequate social service and psychological services will never be able to meet the total needs of the disabled child and his parents.

In 1956 the Social Service Department of the New York University—Bellevue Institute of Physical Medicine and Rehabilitation did an intensive case work study to determine the main problems of parents with disabled children. The ten major problem areas were identified as follows:

- Difficulties in parent-child relationships
- Marital problems
- Housing problems
- Schooling
- Unrealistic goals
- Non-acceptance of child's disability
- Impact of sudden illness
- Interference by relatives
- Attitudes of parents
- Disposition problems

The Psychiatric Service did a diagnostic survey on consecutive admissions to the in-patient service for nine months in order to study the extent and nature of psychiatric disturbances and the effect of these disturbances upon the goal of maximal rehabilitation. The findings indicated that from seventy to eighty per cent of this group required some form of psychiatric service.

Home Problems Reflected in School

The teachers who read these observations will recognize that these problems are not confined to groups in rehabilitation centers. The child brings his home to school with him every day of his life. If there are marital problems in the home, the child will reflect this in his behavior and achievement at school. If his parents have unrealistic goals for him he will be caught in the web of their prodding dissatisfaction. If he is not accepted and wanted and loved it is apparent in the way he relates to others. Attitudes of parents have a tremendous effect upon the child. They determine to a marked degree his behavior.

One of the most important concepts to keep before the parent and the child is that the more independent a child becomes within the expected performance for his age, the more he will be able to benefit from the experiences offered to him through education, recreation, social activities, counselling and training.

A rehabilitation program emphasizes the necessity of basing it on the motivation of the child. Many parents think that by daily intensive work a child will attain physical independence more rapidly. This pressure on the child often causes the child to rebel and retards his

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George G. Deaver is professor of clinical rehabilitation and physical medicine, School of Medicine, New York University, and director of the Children's Division of the N. Y. U. Institute of Physical Medicine and Rehabilitation.

progress. The dramatic observations one can make on some of the methods that are outstanding examples on how to defeat one's purpose by going contrary to the child's motivation and understanding and emotional problems have implications for all parents and teachers.

And so it becomes apparent that to know and understand and help a child who has some disability may very well provide educators with some hitherto undiscovered factors in the areas of motivation and learning.

Forgotten Children

In our current research project with young blind children many questions are raised about the process of learning and using speech, developing concepts of relationships with people and the world, effective methods of psychotherapy and its implications for education. In our study certain large problems loom up before us. We are impressed by the appalling inadequacies of the present methods of appraising the capacities and potentials of young blind children who are severely disturbed emotionally. We know that these inadequacies for accurate differential diagnosis are not confined to this one group. We are impressed by the tremendous drive these children have to utilize whatever opportunities are presented to them that offer them the chance to be a child among other children. We



... and to win the game!

Courtesy, Virginia Axline

are impressed by the many obstacles they overcome. Many times they have suffered severe emotional deprivation and physical abuse and yet they have an unquenchable hope that apparently keeps them reaching out again and again to utilize that second chance. We have children in our study who are not only blind but deaf. We have some who also have cerebral palsy. And yet they strive to walk and talk and play and be as much like other children as those without such disabilities will permit them to be. They are the forgotten children—not wanted in the public schools because some parents, teachers and school personnel involved have no room to give them a fair and just trial.

If every child in the schools today put forth as much effort and drive and persistence as do these children no one would need to complain about their

achievements. These children give evidence as they surmount almost overwhelming obstacles that we have never accurately estimated or challenged or utilized the tremendous inner strength and capacities that are in all children. Education could indeed be vastly different and more inspiring if we raised our sights considerably and got them more in line with the child's potential and provided the motivation that brings out the capacity. Their strengths and their weaknesses, their failures and their successes—these are the ingredients that go into the developing of personality. And our strengths and weaknesses, successes and failures sharpen the questions we need to ask of ourselves.

In the lobby of the Institute of Physical Medicine and Rehabilitation is a bronze plaque inscribed with the philosophy of an unknown Confederate soldier:

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MAY

"I asked for strength, that I might achieve . . .

*I was made weak, that I might learn humbly
to obey.*

*I asked for health, that I might do greater
things . . .*

*I was given infirmity that I might do better
things.*

I asked for riches, that I might be happy . . .

I was given poverty, that I might be wise.

*I asked for power, that I might have the
praise of men . . .*

*I was given weakness, that I might feel the
need of God.*

*I asked for all things, that I might enjoy
life . . .*

I was given life, that I might enjoy all things.

*I got nothing that I asked for—but every-
thing I had hoped for.*

*Almost despite myself, my unspoken prayers
were answered*

I am among all men, most richly blessed!"

A few days ago a twelve-year-old boy who has been blind since birth came in for his weekly therapy session. His grades average between seventy and eighty per cent. He is considered of "average intelligence" by his school records. This excerpt from his therapy session points up some startling discrepancies between his obvious capacity and his school achievement:

"You know I told you I had problems," he said to the therapist. "Problems of personal adjustment. And there are many things that I find difficult to understand. For example, they say talking can help if you have problems of personal adjustment. You just talk and talk and talk and something happens and things are different. I just don't understand how that can be because if anyone in this world has an almost abnormal capacity to verbalize it is this character

sitting right here on this chair. I talk all the time, and I always have. But this talk is different because it has changed me in some ways and we've really just begun. But I notice a difference in how I feel. And so I went to the library and got out a book on psychology. It's in Braille and there are ten volumes. I've only read three of them, but I am fascinated. First, there was the history of the development of psychology as a discipline; then the various systems. And as I read about the physiological psychology and the experiments that were done with rats and the conditioning experiments and got into motivation and learning, I asked myself how I became motivated. What were the factors that determined my development? My personality—my learning? What takes the place of sight when you can't see—and know that you never will see? Oh, I've heard people say it was just a great tragedy. And once I heard someone say I'd be better off dead. But I don't agree with *that*. Nothing is so bad that it couldn't be worse. I've gotten over the worst part of it now and I used to fight and scream and carry on. I still do—at times. But I think it's getting kind of silly. It's a bad habit really. But I would be so frustrated. I felt so left out of things. I was trying—trying—trying. Every minute I was awake I was trying to figure out where I was. Was anyone else there? What were all the sounds and silences? People talked about so many things that I couldn't understand and I wanted so to understand. And the things I noticed seemed so unimportant to other people. But when I started to read, a whole new world opened up to me—about electronics and radio and science. Those things I find extremely interesting. But lately—just lately, since all our talks—I have come to the conclusion that I only

have half a world if I shut myself away from people. And I fool myself when I pretend that I don't care. Munn would say that was rationalization. Munn is the author of that book I'm reading on psychology. But just to show you how one's sense of proportion can change, I finally got up enough courage and I spoke to one of the girls, not because she was a girl but because all of a sudden I thought that perhaps she too might be feeling lonely and lost and discouraged. And I thought of the news broadcast I heard recently where they threw out of the schools so many boys and girls who were supposed to be delinquents; expelled them; tossed them out on the street. What

kind of inhumanity is that? What is education for, if not for the help and guidance of the children? Then I asked myself why should I care? But I do care, because I feel that those children are a part of a vast mankind, and what happened to one of them happens to all of us. And to be forgotten is to have a part of your personality bruised."

In your longing for your giant self lies your goodness; and that longing is in all of you.

But in some of you that longing is a torrent rushing with might to the sea, carrying the secrets of the hillsides and the songs of the forest.²

² Ibid., p. 74.

THE TRADITIONAL METHOD OF PRESENTING ISOLATED AND SOMEWHAT UNRELATED science facts to children is being replaced by the more common practice of the development of science concepts through a variety of different kinds of learning experiences. How then would it be possible to develop science concepts and understandings through play situations and physical education learning experiences? Actually, the possibilities for a better understanding of science and the application of science principles in elementary school physical education activities are almost unlimited. For example, body movement in itself is based upon scientific principles, and *motion* is the basis for almost all physical education activities. Therefore, there is opportunity to relate the laws of motion in an elementary way to physical education movement experiences. The physical principal of *equilibrium* or state of balance is involved in many physical education activities. This is especially true of stunt activities where balance is so important to proficiency of performance. The application of *force* may be better understood by children when it is thought of in terms of hitting a ball with a bat, or in tussling with an opponent in a combative stunt. *Friction* is better understood by the use of a rubber-soled gym shoe on a hard-surfaced playing area. Force of *gravitation* pulling heavier-than-air objects earthward becomes more meaningful when the child sees that he must aim a ball or other thrown object above the target. In the same manner throwing or batting a ball against the wind shows how *air friction* reduces the speed of flying objects. Rhythmic activity accompaniment such as the tom-tom, piano and recordings helps children learn that *sounds* differ in pitch, volume and quality. A better understanding of the meaning of *air pressure* can be gained from activities which require bouncing a ball inflated with air.

The examples suggested here include but a few of the potential opportunities for teaching elementary school science through physical education and play experiences. But they are perhaps sufficient to point up the possibilities of this particular procedure.—From an unpublished paper by JAMES H. HUMPHREY, professor of physical education and health education, University of Maryland, College Park.

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Concerns for Children Are World Wide

...In India

By ARUNA TRIVEDI DAVE

Adventure with a Nursery Group in an Indian Village

IN INDIA TODAY THERE ARE 700,000 VILLAGES. Since our independence in 1947 much has been said about "uplift of village life means uplift of India." Our Five-Year Plans aim to do this. But any program of uplift must consider the children, for they are the raw material of any nation.

With this in mind, the idea grew, "Why not begin uplift with village children? Why not try to start a nursery group and demonstrate how little children can be creative in a rural environment?" One has to pioneer in this, for there are no maps.

Our first step was to select an accessible village so that a worker could get there daily. Many villages have inadequate roadways at best; and during the monsoon rains, these become mud wallows. We also needed assurance that we could get village cooperation. In consultation with staff members of the Faculties of Social Work and of Home Science at the M. S. University of Baroda, in Bombay State, we selected such a village. I began as one of the team of social workers, driving daily to the village. First I helped in the health clinic doing simple first aid, and then together with the medical social worker I visited a few families daily. During these visits I was just friendly, talking about the household work, food, children, fields and crops. Also, I observed the routine. Sometimes I told stories and played games with children who waited for their mothers at the clinic. In these ways I slowly won the confidence of the parents and at the same time began to discover which children might attend my nursery group and what were their needs. In a little more than a month, I had visited all but ten of the 500 families and was ready to start the nursery group.

Daily Life

Although villages differ from place to place in India, there are some things common to all. Villagers are chiefly farmers living in a community and traveling outside to work in their fields. Life is hard work and dull routine. Bright spots are festivals and weddings; but weddings may be dark spots, also, since a bride costs her family a high dowry. Weddings, births and funerals add up to tremendous sums of money so that many families are constantly in debt.

From early morning until late at night, women are busy. A woman must clean the house, and the utensils; must feed and milk the cows or buffalos; cook, clean and grind the grains; wash the clothes; serve her mother-in-law and her husband and try to care for her children.

Men work in the fields during the day, then relax and gossip in the bazaar after work. They pay little attention to the children except to order them about.

Consequently village children grow up with little supervision. There is much work to do, and the children keep busy running errands and caring for younger children who live in a joint family.

There is no proper play space, for houses are congested, streets narrow and dirty. There are scarcely any toys. Ordinarily, little children do not go to the fields, so do not learn about growing things. There is limited mental stimulation. Physically, many are malnourished and subject to diseases such as rickets, anemia, fevers, coughs and colds, boils, sore eyes. Emotionally there is little guidance. Children tend to be restricted, indulged or left alone. There is plenty of chance for social adjusting, but little guidance.

Centre for Preschool Children

The Snake Temple, built like an outdoor pavilion with a roof, offered protection from rains and around it was space and shade, so Sur Panch, Secretary of the Panchayat, the village governing body, gave us permission to play there. First, I invited families who lived nearby to send their preschool children to this Centre. In the beginning, I went to the homes to fetch them. Some children were so dirty that, if the mother was busy, I myself washed faces and feet, combed hair, changed clothes before bringing them. After school I returned the children to their homes, usually chatting a short time with parents and grandparents of my ten regular children.

Parent Education

About sixty different children attended between August through April, but some only occasionally. With the parents of my daily attendants I did an informal kind of education which proved quite effective. We discussed each child's behavior, methods of discipline, and I invited and encouraged the parents to visit our group. I wanted them to see how their children played and worked with no beating, scolding or frightening—the parents' usual way of disciplining.

Gradually, when I went to fetch them, I found the children clean and combed. Some parents visited our group and slowly changed their disciplinary methods, treating their children with more consideration and understanding, even feeding them better. Several gave us toy materials, the tailor stitched bean bags, and the carpenter made simple toys from spools, tin cans and bamboo.

The children needed to learn how to play cooperatively, to take turns, to share, to feel a group spirit. They needed to know about their own environment. We began with stories, songs and games; collecting feathers, seeds, sticks, stones, neem gum; and going on short trips. Then we arranged our collections in an exhibit and invited parents to visit. Thirteen adults came. As the children explained, some commented "It is very nice." Perhaps it was the first time these children had felt their parents' appreciation.

Aruna Trivedi Dave is a native of Bombay State and a graduate of the M. S. University of Baroda in Home Science. This experiment was done for the thesis she is submitting for her M. S. degree.

Creating Play Materials

Because we had no money, we had to improvise materials. We visited one father's cotton field and with his permission plucked some cotton, removed the seeds (which we used later in bean bags) and made three balls from the cotton. It was such fun to throw our own balls. We visited a house under construction, then visited a brick kiln and brought some bricks to our Centre. With bricks and mud the children cooperatively built a temple. They drew with charcoal and chalk on floor and walls of the Snake Temple and then cleaned it afterward enthusiastically. We made paste of neem gum, used paper, grasses and clay in various ways.

I should like to tell of several children and their parents, but particularly of Ranchhod and Manju. On his return home from his fields, Ranchhod's father often watched our group and talked with me. He thought the only way to discipline and not spoil children was to beat them and told me I should do the same if Ranchhod were mischievous. But he saw that I did not beat, and I joked with him and encouraged him to reason with his son. He agreed to try and also urged his wife not to beat. To his surprise he found, "Since I have started the new methods of handling Ranchhod by explanation, there is an obvious change in him." The boy now helped his father willingly and they became friends. At school Ranchhod did not fight anymore and cooperated well.

Changes in Behavior

Shy Manju had been so overprotected by her grandmother that she had no confidence. As Grandmother learned to give her more responsibility in caring for herself, in dressing, bathing, going to school, Manju blossomed. She ate better, came alone to the Centre, and helped the other children.

I hope more such play groups for little children and experiments in parent education can begin all over India. For parents, I find, after they develop confidence in the teacher, are eager for help and willing to cooperate and to change their methods of discipline. Many of these parents had never known any way but force and were glad to discover better ways.

The children who came were most responsive, and for some this experience brought a new outlook, a new confidence in themselves, and more understanding from their families.

News HERE and THERE

By FRANCES HAMILTON

New ACE Branch

South Okaloosa ACE, Florida

Plan of Action

On March 1, questionnaires were sent to International members and Branch and State Association presidents asking individuals and groups to name the most urgent need of children in their community and to give an example. Answers to these will form the basis for the 1959-1961 ACEI *Plan of Action for Children*.

The form of the questionnaire and the time of mailing were altered this year, at the suggestion of members. Each person or Branch replying was asked to state only one "most important" need. Questionnaires were mailed early to insure their consideration at Branch meetings before the end of the school year.

The changes have brought most encouraging results. The number of replies far exceeds that of other years. The identification of a single important problem will make it easier to identify trends.

Although it was requested that questionnaires be returned by March 28, those received before June 1 will be studied by the ACEI Executive Board and included in the new *Plan of Action*. Only through the participation of every member can the Association work toward meeting the needs of all children.

ACEI Study Conferences

Past: The 1958 annual ACEI Study Conference was held in Atlantic City, New Jersey, April 6-11. The May issue of the ACEI *BRANCH EXCHANGE* carries a full report of the Conference.

Future: In 1959, the Association will hold its annual International Study Conference in St. Louis, Missouri, March 29-April 3.

Grace Brown

Word has come of the death of Grace Brown in Indianapolis on March 15. Miss Brown served first as auditor and then as first vice-president of the International Kindergarten Union in 1925-1927.

When she retired in 1948 from her position as director of the Indianapolis Free Kindergarten Society, the board of directors of the society spoke of her work as follows:

"During her administration, the Indianapolis Free Kindergartens have become nationally known for their excellence. The highest standards of teaching qualifications have become established, the latest methods for the training of children adopted and a high standard for housing and equipment set up . . ."

Throughout the years of her association with IKU and ACEI, Miss Brown was active in her interest in and support of the Association's work. She wrote in response to requests for advice from former Board members. Even when failing eyesight caused her to curtail her reading, she read every issue of *CHILDHOOD EDUCATION*.

James S. Tippet

News of the death of James S. Tippet, on February 20 at his home in Chapel Hill, North Carolina, saddened his many friends—children and adults. Mr. Tippet was a member of the staff of the University of North Carolina and a writer of books for children.

A member of the North Carolina ACE sends a clipping from the Chapel Hill *Weekly* which tells of Mr. Tippet's work:

"For many years Mr. Tippet had been working at his writing and at teaching his courses at the University and through the Extension Division; it was the teaching of children, the teaching of teachers, and, most important, the writing of books for children themselves [which interested him most]. But

always, he was concerned with the state of education where it counts the most—at the beginning."

James Tippet was a participant in the 1950 ACEI Study Conference in Asheville. After discontinuing most of his activities, he never refused to contribute to the work of ACE Branches or that of ACEI. The October issue of CHILDHOOD EDUCATION carries one of his last articles, "To Wonder and to Ponder."

ACEI Center Post Cards

Colored post cards showing architects' drawings of the new Center may be ordered from Headquarters in lots of 20; price, \$1.

Learning a New Language

Off the press in April is a new ACEI general service bulletin, *Learning a New Language*. This bulletin presents basic ideas of the way language is learned and analyzes the meaning of learning a language different from that of the home. Learning a language different from that spoken in the home is a problem of many parents and their children.

Marian Jenkins, vice-president of ACEI representing intermediate education, served as adviser. Marie M. Hughes, University of Utah, and George I. Sánchez, University of Texas, are the authors of *Learning a New Language*. Order from ACEI Headquarters. 32 pages—75¢.

Correction

The April issue carried an inaccurate description of *American Junior Red Cross News* under "Among the Magazines." It should have read: Each issue presents material appealing to children and useful to teachers. Besides stories of our own country, others with international settings interpret child life in other lands. Articles on health, science, biography, service activities of Junior Red Cross, original writings of children follow monthly theme.

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What Is Happening to Children?

IN THE UNITED STATES TODAY MANY CHILDREN ARE VICTIMS OF PRACTICES which have been instituted by schools and communities without sufficient study to determine their effect. Action in response to current pressures often results in practices which are expedient and offer immediate solutions to the problem but reveal little awareness of what is happening to children. An emergency is too often used as an excuse for ignoring what is known about how children grow and learn.

Faced with providing space for the tidal wave of children, schools have had to resort to makeshift arrangements. Many children are being taught by inadequately prepared teachers and are in overcrowded schools. Shortened daily sessions are depriving others of a full year of school.

Commissioner of Education Lawrence Derthick, in a recent article, "The Stolen Years," points out that of the 31.5 million children in our public schools last year, there were 2.3 million for whom we actually had no room. What actually is happening to them in school?

The 1957-1959 ACEI Plan of Action states, "All children need space, time and materials for living, learning and growing." In order to meet this need it is recommended that the International Association publish materials that contribute to better understanding of current conditions that affect children.

Translating this recommendation into action, ACEI is publishing in this issue of CHILDHOOD EDUCATION a research study dealing with current educational practice—half-day, double sessions. This research examines the effect of half-day sessions on only the academic achievement of pupils. It is recognized that the effects of shortened sessions are not limited to this area alone but may also influence the habits, attitudes and appreciations of children as well.

Only as evidence from research is available can the effect of school practices upon children be evaluated objectively. It is hoped that other studies relating to current conditions will be made. *We invite and urge readers to send us news of such studies.* Only then can we answer the question, "What is happening to children?"

EXECUTIVE BOARD

Association for Childhood Education International

SARAH LOU HAMMOND, *President*

A Comparison of Half-Day and Regular Session Pupil Achievement in Elementary Schools¹

By R. E. SCHULTZ, R. P. KROPP and H. A. CURTIS 2

Florida State University

THE MAJOR PURPOSE OF THIS REPORT IS to present some findings relative to the educational effectiveness of the "half-day session" in elementary schools. The half-day session schools involved in this study operated on the shift basis; one group of pupils attending in the morning and another group attending in the afternoon.³ Pupil performances in these schools are compared by using the scores from a battery of standardized achievement tests. These comparisons are between groups whose previous experience with regard to half-day or regular sessions have been "pure"; i.e., all pupils in the half-day session groups had attended only half-day session classes while pupils in the regular session group had attended only regular session classes and none had attended any school other than that in which he was enrolled. The test scores that are used for the comparisons are from the *Metropolitan Achievement Tests*.⁴ All test data was gathered during the second month of the school year. Thus, the data in the table dealing with the achievement of second grade

pupils was actually collected during the second month of the pupils' third grade experience.

The pupils of six elementary schools constitute the cases for this study. All of these schools are located in the same school district of a metropolitan area in Florida. Each school includes grades one through six. Three of these schools offered instruction to pupils on a regular session basis; the other three offered instruction on a half-day session basis. These two groups of three schools each were matched according to the socioeconomic backgrounds represented by the pupils.

One of these matched sets of schools represented a generally low socioeconomic group. Following are some of the factors that characterized these schools. The ratio of free lunches in the school of this group on regular session was the highest of any school in the system. The principal of one such school reported that her school drew rather heavily from a poor semi-rural area. Another school is considered to represent the "roughest and toughest" section of the city. A high ratio of parents represented in these schools are engaged in unskilled occupations.

The other group of matched sets of schools represented what can best be described as an average range of socioeconomic backgrounds. The homes from

¹ This study was partially subsidized by a grant from the Wolfson Family Foundation, Jacksonville, Florida. The conclusions drawn in this paper are solely the responsibility of the authors.

² The authors are genuinely indebted to the teachers and administrative personnel of the school system in which the data was collected for their excellent cooperation.

³ Though commonly called "half-day sessions" they are more nearly "three-quarter-day sessions." Half-day pupils in all grades were in session 4 hours a day as compared with a 5-hour day for grades 1 and 2, and a 6-hour day for other grades in regular session schools. The 5- and 6-hour figures exclude recess and lunch periods which totaled one hour.

⁴ Published by the World Book Company, Yonkers-on-Hudson, New York.

which these pupils came varied widely in occupations and incomes with an atypically large number of parents employed in government civil service. There was also a relatively large percentage of the pupils' fathers who were in military service—many holding officer rank. One of these schools had a relatively large number of pupils from homes where fathers worked as engineers and chemists.

Information was obtained on alterations made in the instructional programs of schools on abbreviated sessions. These schools eliminated all physical education, recesses and lunches. No specialized teachers were available for art or music. Although some teachers provided limited art and music experiences in their regular class activities, others did not. Some felt they were incapable, others admitted being so conscious of the limited class time that they feared that attention to anything but development of the basic skills would be unfair to their pupils. It is also noteworthy that, without exception, principals of these half-day session schools reported that their teachers devoted as much time to developing the basic skills of reading, writing, spelling and arithmetic as did the matched schools which were on regular sessions. This is especially significant because the basic skills are the areas of educational development assessed by the *Metropolitan Achievement Tests* which were used in this study.

Schools were arbitrarily assigned numbers for identification purposes. Numbers 1, 2 and 3 are half-day session schools and numbers 4, 5 and 6 are regular session schools. Matching on the basis of socio-economic status produced the following pairings: schools 4 and 5 were matched with school 1, all representing

below average socio-economic backgrounds; and school 6 was matched with schools 2 and 3, representing a more normal distribution of socio-economic backgrounds. Subsequent comparisons are between these paired groups of schools.

The following comparisons were made between the above described regular and half-session schools:

- (1) Mean achievement by grade on all sub-tests of the relevant forms of the *Metropolitan Achievement Tests* for the two sets of socio-economically paired half-day and regular session schools.
- (2) Mean number of absences and retardation by grades.

A Comparison of Achievement between Regular and Half-Day Session Pupils by Grade

This section reports comparisons for each grade on the *Metropolitan Achievement Tests* between half-day and regular session schools.

Regular and Half-Day Session Achievement

Table 1 contains the summarized data dealing with the achievement of second grade pupils in the regular and half-session schools according to socio-economically similar schools.

A word of explanation may aid in interpreting the data of Table 1 and the tables which follow. The last column of the table is titled by the notation "t." This symbol is used to denote the significance of the difference between the obtained means on a sub-test or a section of

tests. The formula for "t" is given in a footnote.¹ The magnitude of "t" is a function of the difference between the obtained means. Two magnitudes of "t" are used as reference points in the subsequent discussion. A "t" equal to 1.96 would occur only 5 in a hundred times by chance. A "t" equal to 2.58 would occur only 1 in a hundred times by chance. When "t's" equal or exceed these values we refer to them as significant at the .05 or .01 levels, respectively.

The reader will observe that in each table several rows of entries are indented and each begins with the word "Average." The first of these, titled "Average Reading," indicates the over-all achievement on the three prior sub-tests that deal with aspects of reading. The last row, titled "Average Achievement," indicates the over-all achievement on all sub-tests.

Achievement in second grade: All statistically significant differences between regular and half-day session second graders, as is shown in Table 1, were in favor of half-day session pupils in schools representing low socio-economic backgrounds. Such differences occurred in three instances, the "Word Meaning" test, the "Average Reading" score, and the "Average Achievement" score. The relatively high level of achievement of these pupils, being the opposite of what might be expected, may have resulted from a strong program at the first and second grade levels in these schools.

At the same time, however, pupils attending regular session classes in schools

representing average socio-economic backgrounds showed higher average achievement on all tests than did pupils from similar backgrounds who attended half-day sessions, though none of these differences were significant. In summary, no evidence was found that second graders attending half-day session schools differed in achievement of basic educational skills from those attending regular sessions.

Achievement in third grade: A comparison of the achievement of regular and half-day session third graders complements the results of second grade pupils from low socio-economic backgrounds. That is, these half-day session pupils tended to score better on the *Metropolitan Achievement Tests* than their regular session counterparts. These differences were statistically significant on the scores for "Reading," "Arithmetic Fundamentals," "Average Arithmetic," and "Average Achievement."

However, as an inspection of Table 2 will indicate, pupils in schools representing a rather normal range of socio-economic backgrounds show a very different pattern from that described in the preceding paragraph. Regular session pupils in these schools did better than half-day session pupils on every part of the *Metropolitan Achievement Tests*. Furthermore, the differences were statistically significant on all the scores except "Word Meaning" and "Arithmetic Fundamentals," both of which closely approached significance.

These comparisons of the third grade achievement, like the second grade comparisons, give no evidence for concluding that half-day session pupils suffer educationally in areas assessed by the *Metropolitan Achievement Tests*.

Where:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

\bar{X}_1 Mean achievement of half-day pupils
 \bar{X}_2 Mean achievement of regular session pupils
 σ_1^2 Variance of scores obtained by half-day session pupils
 σ_2^2 Variance of scores obtained by regular session pupils
 N_1 Number of half-day session pupils
 N_2 Number of regular session pupils

Achievement in Fourth Grade: The data on Table 3 indicates that at the fourth grade level pupils in half-day sessions drop behind regular session pupils in achievement of the basic educational skills. The advantage held by second and third grade half-day over regular session pupils of low socio-economic backgrounds has entirely disappeared at the fourth grade. Furthermore, regular session pupils in schools representing a normal range of socio-economic backgrounds have maintained their advantage over half-day session pupils of the paired schools. These regular session pupils made significantly better scores on "Average Reading," "Arithmetic Problems," and "Language Usage." The difference also approached significance in favor of regular session pupils on the mean scores for "Reading," "Vocabulary," "Spelling," and "Average Achievement."

Achievement in fifth grade: Data for fifth grade achievement shown in Table 4 is incomplete since one of the schools included in the study did not have half-day sessions in the fifth grade. This necessitated dropping from the analysis the schools that were paired with it. Consequently, the data for the fifth grade includes comparisons of mean achievement for pupils in schools representing low socio-economic backgrounds, schools in which pupils in the primary grades had shown up well.

All mean achievement scores of these regular session pupils were better than those of half-day session pupils. Statistically significant differences occurred between mean scores for "Reading," "Vocabulary," "Average Reading," and "Average Achievement." All other differences, while not significant, were substantial.

Caution is needed, however, when considering the comparisons of these fifth grade pupils. The number of cases from which data was gathered is substantially less than that for the other grades. This decrease in the number is gradual but consistent as the grade level increases. Doubtlessly the primary cause of this reduction is due to pupil transfers. All of those who transferred into a school were excluded from the study. It was felt that including such pupils, even those in regular session schools, would contaminate the data with respect to such matters as instructional materials and methods.

Comparing the Absences and Extent of Retardation between Regular and Half-Day Session Pupils

Comparisons were made between regular and half-day session pupils with respect to absences and retardation. In both instances the number of absences and amount of retardation were accumulated from grade to grade. That is, a fourth grade pupil's absences were arrived at by adding the number of days absent from the time he entered school.

No differences were found between regular and half-day session pupils for either the accumulated number of absences or the extent of retardation.

Conclusions

Because this study compared the educational progress of regular and half-day session pupils only in areas assessed by the *Metropolitan Achievement Tests*, our findings necessarily constitute only a partial assessment of the relative merits of the two types of programs. For example, as has been previously pointed out, in half-day session schools such activities as music, art, and physical education were eliminated or greatly reduced. How much

pupils in these schools lost educationally as a result of eliminating or curtailing those activities can only be hypothesized. Certainly they were denied many educationally desirable experiences.

Turning now to the relative achievement in basic learning skills, the comparisons made strongly suggest that pupils who remain in half-day session classes beyond the primary grades fall behind pupils who attend regular session classes. This fact is especially significant when it is realized that the actual amount of class time devoted specifically to the development of these skills varied little between regular and half-day session schools. One might hypothesize that this trend of the half-day session pupils gradually falling behind is due to the cumulation of penalizing factors throughout their school histories. Perhaps the differences between half-day and regular session instructional programs are such that the regular session pupils are benefited in their achievement of basic skills as a side effect of instruction in such areas as in art, music and physical education which half-day session pupils are largely denied. This could come about because no matter what school activity pupils engage in, the teacher is prone to correct errors, that is, to teach, basic educational skills. The effect that such supplementary instruction might have on achievement test scores may well be small in the primary grades, but the cumulative effect over several years might be significant.

Whether or not half-day sessions can be held in the primary grades without impairing pupils' educational development cannot be determined from the results of this study. While the time that pupils in these lower grades actually

spend in school varies less between the two types of sessions than for the upper grades, these are factors which should not be overlooked. In addition to those already mentioned there are others including elimination of school lunches, curtailment of rest and play periods, difficulty of holding parent-teacher conferences, and the interference with such out-of-school activities as scout meetings and music lessons. Not only are these things important in their own right but they may also be important in reinforcing instruction in the basic skills.

It seems well to mention one other generalization suggested by the results of this study. An examination of the data in the tables indicates that differences in average achievement among schools on a particular instructional pattern—e.g., half-day sessions—are sometimes as great as the differences in average achievement that appears between schools having different instructional patterns. Consequently, one might generalize that the quality of instruction offered in a given school may have as great or greater effect on achievement than does the fact that schools are operating on half-day or regular sessions.

As anyone close to education knows, the problem of how to deal best with increasing school enrollments is one on which a good deal of research is needed. Many of the decisions now being made are necessarily based on opinions and hunches rather than evidence. One of the most important aspects of this problem of expanding enrollments that needs to be explored is that of comparing the educational results of regular session elementary classes having large enrollments with split sessions where class size is appreciably smaller.

TABLE 1

COMPARED ACHIEVEMENT OF REGULAR AND HALF-DAY SESSION SECOND GRADERS

Test	Regular Session Pupils		Half-Day Session Pupils		Direction of Difference	Magnitude of Difference "t"
	School	Mean Score	School	Mean Score		
Word Picture	4-5 ^a	19.62	1 ^b	22.18	h	1.59
	6 ^c	18.56	2-3 ^d	14.90	r	1.78
Word Recognition	4-5	15.01	1	16.48	h	1.88
	6	14.94	2-3	13.82	r	.94
Word Meaning	4-5	13.82	1	20.63	h	5.44**
	6	10.00	2-3	8.63	r	.76
Average Reading	4-5	48.53	1	59.41	h	3.48**
	6	44.86	2-3	37.24	r	1.65
Numbers	4-5	43.45	1	41.79	r	.89
	6	41.62	2-3	41.30	r	.12
Average Achievement	4-5	91.87	1	101.34	h	2.13*
	6	85.13	2-3	78.50	r	.99

a combined N of 71

(h) Difference favors half-day session schools

b N of 92

(r) Difference favors regular session schools

c N of 37

** Significant at .01 level of confidence

d combined N of 83

* Significant at .05 level of confidence

TABLE 2

COMPARED ACHIEVEMENT OF REGULAR AND HALF-DAY SESSION THIRD GRADERS

Test	Regular Session Pupils		Half-Day Session Pupils		Direction of Difference	Magnitude of Difference "t"
	School	Mean Score	School	Mean Score		
Reading	4-5 ^a	21.52	1 ^b	27.63	h	2.83**
	6 ^c	32.42	2-3 ^d	25.56	r	2.81**
Word Meaning	4-5	36.20	1	36.09	r	.03
	6	48.25	2-3	41.68	r	1.74
Average Reading	4-5	57.70	1	63.48	h	1.09
	6	79.62	2-3	67.24	r	2.07*
Arithmetic Fundamentals	4-5	24.80	1	33.68	r	3.72**
	6	35.98	2-3	31.65	h	1.90
Arithmetic Problems	4-5	9.32	1	10.18	h	1.38
	6	11.94	2-3	10.52	r	2.21*
Average Arithmetic	4-5	34.04	1	43.85	h	3.54**
	6	47.73	2-3	42.01	r	2.15*
Spelling	4-5	10.75	1	10.14	r	.61
	6	13.20	2-3	9.41	r	3.55**
Average Achievement	4-5	102.18	1	117.63	h	1.98*
	6	141.94	2-3	118.41	r	2.79**

a combined N of 50

(h) Difference favors half-day session schools

b N of 74

(r) Difference favors regular session schools

c N of 54

** Significant at .01 level of confidence

d combined N of 78

* Significant at .05 level of confidence

TABLE 3

COMPARED ACHIEVEMENT OF REGULAR AND HALF-DAY SESSION FOURTH GRADERS

Test	Regular Session Pupils		Half-Day Session Pupils		Direction of Difference	Magnitude of Difference "t"
	School	Mean Score	School	Mean Score		
Reading	4-5 ^a	31.24	1 ^b	28.67	r	.84
	6 ^c	30.09	2-3 ^a	23.05	r	1.89
Vocabulary	4-5	19.82	1	18.05	r	.85
	6	20.00	2-3	16.38	r	1.70
Average Reading	4-5	51.23	1	47.03	r	.86
	6	50.09	2-3	39.19	r	2.05 *
Arithmetic Fundamentals	4-5	44.46	1	35.94	r	3.49**
	6	33.86	2-3	35.07	h	.62
Arithmetic Problems	4-5	8.77	1	7.32	r	1.63
	6	7.93	2-3	5.50	r	2.85**
Average	4-5	53.29	1	42.33	r	3.36**
Arithmetic	6	41.57	2-3	40.57	r	.31
Language Usage	4-5	15.21	1	13.37	r	1.19
	6	15.69	2-3	11.38	r	2.28 *
Spelling	4-5	13.79	1	13.47	r	.20
	6	14.23	2-3	11.55	r	1.54
Average Achievement	4-5	133.44	1	123.94	r	.98
	6	121.58	2-3	102.69	r	1.77

a combined N of 61

b N of 53

c N of 43

d Combined N of 42

(h) Difference favors half-day session schools

(r) Difference favors regular session schools

** Significant at .01 level of confidence

* Significant at .05 level of confidence

TABLE 4

COMPARED ACHIEVEMENT OF REGULAR AND HALF-DAY SESSION FIFTH GRADERS

Test	Regular Session Pupils		Half-Day Session Pupils		Direction of Difference	Magnitude of Difference "t"
	School	Mean Score	School	Mean Score		
Reading	4-5 ^a	43.42	1 ^b	36.21	r	1.98*
Vocabulary	4-5	28.08	1	23.60	r	1.98*
Average Reading	4-5	72.75	1	58.80	r	3.45**
Arithmetic Fundamentals	4-5	58.17	1	53.72	r	1.35
Arithmetic Problems	4-5	13.62	1	11.54	r	1.92
Average	4-5	71.79	1	68.18	r	1.68
Arithmetic	4-5	20.87	1	18.16	r	1.68
Language Usage	4-5	20.87	1	18.14	r	1.34
Spelling	4-5	20.87	1	18.14	r	1.34
Average Achievement	4-5	186.28	1	161.38	r	1.94

a Combined N of 24

b N of 61

(h) Difference favors half-day session schools

(r) Difference favors regular session schools

** Significant at .01 level of confidence

* Significant at .05 level of confidence

When Our Gimmicks Show

By GEORGE E. RAAB

Illustrated by CAROLYN CRAWFORD

A GIMMICK IS MANY TIMES REFERRED TO as a "tricky device" or "deceptive gadget." In education, let us consider a gim-

mick as any person, object or method which deceives us into thinking that something is being accomplished which really isn't.



In evaluating teaching methods, it is important for us to be fully aware of the over-all purposes for children in our schools today. Many educators agree that, as children interact with their school and their home environment, several kinds of growth should take place:

- acquisition of a set of academic skills
- development of a set of social and human values (responsibility, cooperation, sharing, respect for rights, property and feelings of others)
- discovery of self and development of unique talents
- development of a fund of basic health information and attitudes
- accumulation of knowledge and appreciation of the culture out of which they come
- appreciation of the democratic way of life

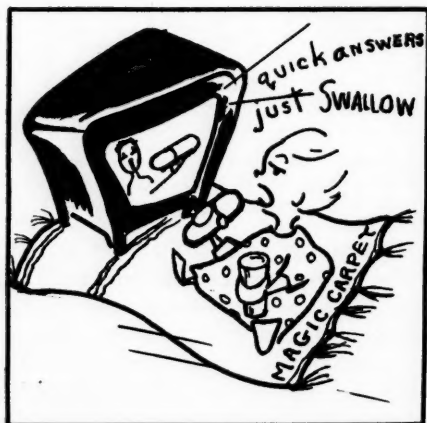
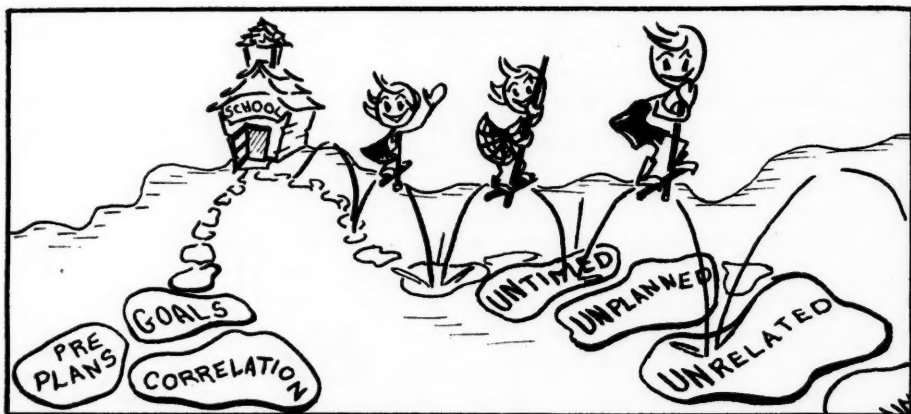
development of mental alertness, curiosity, critical thinking, independent thinking and acting

Most educators agree that, used wisely, textbooks, workbooks, encyclopedias, trips, films and the myriad other educational media not only make a constructive contribution to the fulfillment of educational goals but are in fact essential to the promotion of appropriate social, intellectual, physical and emotional growth.

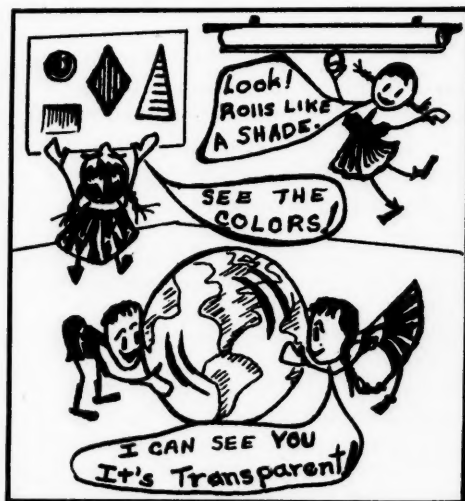
This discussion is not intended to elaborate upon the many valuable ways in which tools of teaching can be used, but rather to point to some of the circumstances under which tools, and even people, become gimmicks.

Can these be gimmicks?

1. *Trips*—when such trips are only a break in the routine having no real connection with any phase or goal of the school program.



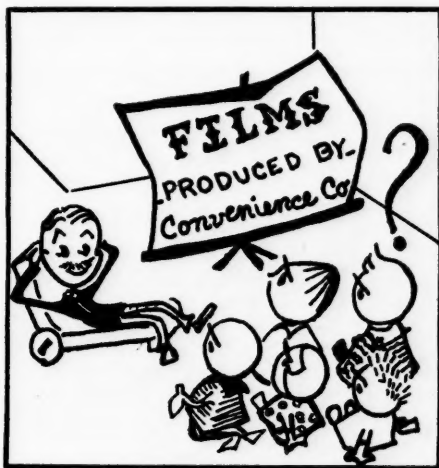
2. *TV Programs*—when such programs are used as capsuled answers for a quick education.



3. *Maps, charts, globes*—when such objects are selected for and used because of their dramatic, esthetic appeal rather than as an aid in building valuable concepts in science and social studies.



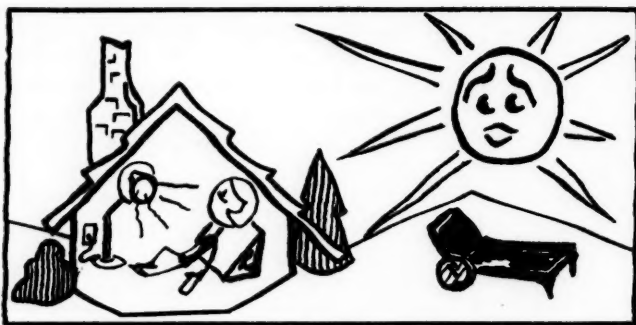
4. *Committees and committee work*—when such groups are appointed by the teacher who sees to it that they function “democratically” by telling them what to do, how to do it, and how well they’ve done it.



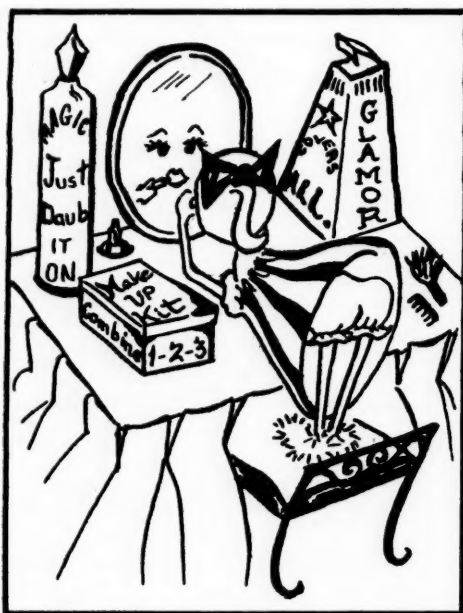
5. *Films*—when such films merely provide a nice rest period for teachers and are the beginning and the end of the topic, activity or problem being studied.

6. *Special services*—when art, music and physical education become both departmentalized and fragmented.





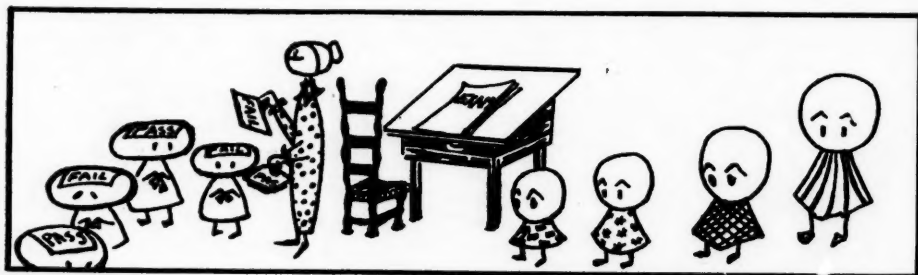
7. *Encyclopedias*—When such references constitute a bible of answers to children's questions thereby robbing them of opportunities for learning through direct experience.



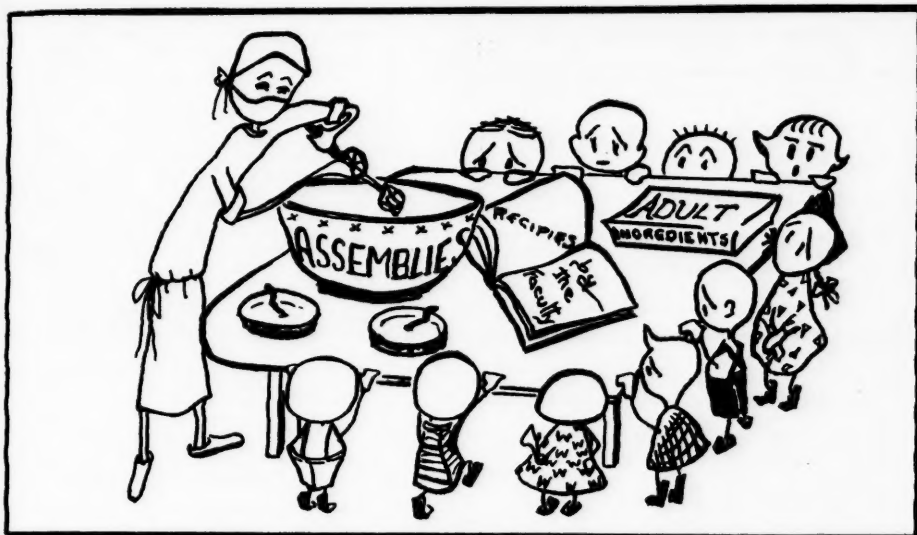
8. *Arithmetic kits, science kits and reading kits*—when such materials are used for their magical surprises and glamor rather than as aids toward clarification of old ideas and discovery of new ideas.



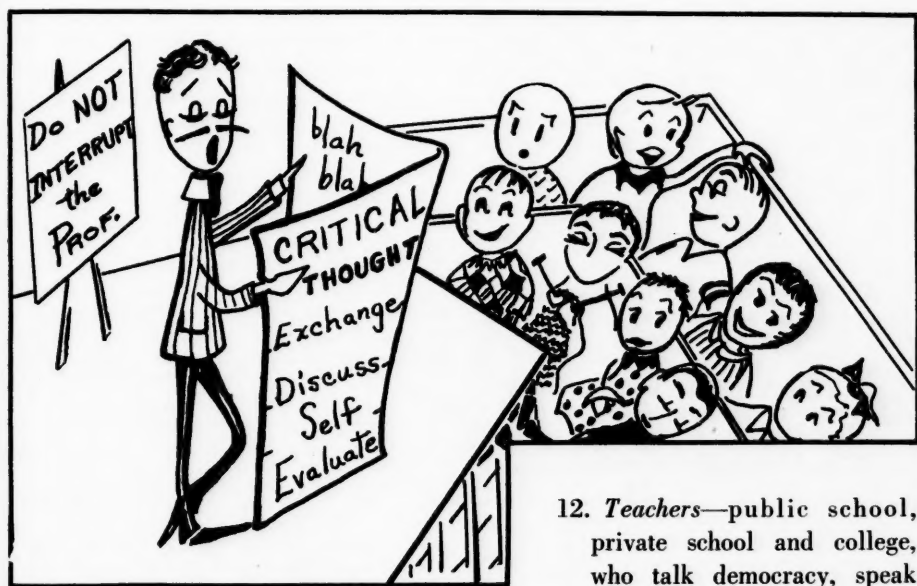
9. *Workbooks*—when they are used as busy work and become the one and only vehicle for the practice and application of skills.



10. *The testing program*—when children's ability to answer selected questions is the sole or primary evaluation of children's learning.

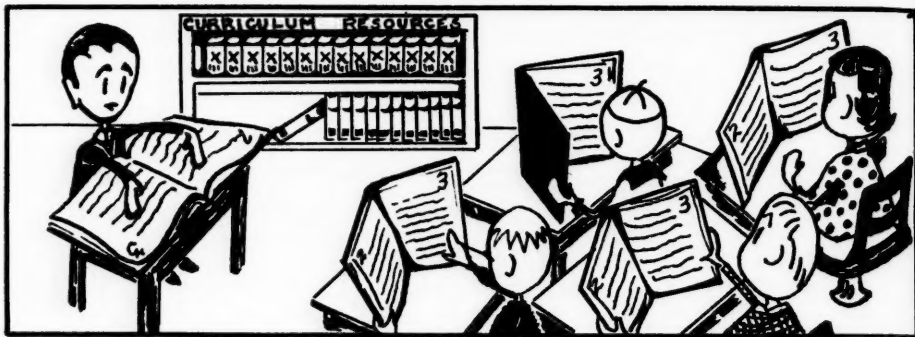


11. *Assembly programs*—when such programs are completely teacher planned, teacher manipulated and teacher evaluated.



12. *Teachers*—public school, private school and college, who talk democracy, speak

of flowery objectives, preach values, but who in action demonstrate nothing they talk about.



13. *Textbooks*—when we limit all children to the same textbooks as the only source of information and stimulation.

In the realization of their goals, educators are often lulled into the feeling that it can be done by “speed-up” programs, concentrated drill and packaged ideas. Undue emphasis on any one method limits the kind of development we covet for children. Therefore, we must constantly search ourselves, our materials of instruction and our methods of instruction, giving consideration, among others, to these criteria:

1. Is it only one of many useful resources or media that might profitably be used?
2. Are there other resources that might be better used?
3. Does it help achieve commonly accepted, specific goals in education?
4. Does it involve intelligent pupil-teacher planning?

5. Does it relate well both to previous experience and subsequent activity?
6. Do children understand its use?
7. Is it a mere accommodation to teacher and pupil?
8. Does it arouse curiosity?
9. Does it tap and develop fully the innate ability of children?
10. Does it promote initiative, creativity and further research?

—or—

IS IT A GIMMICK?

George E. Raab is principal of Heathcote Elementary School, Scarsdale, New York. Carolyn Crawford is a teacher in the same school.

Books for Children

Editor, ALICE L. ROBINSON

GETTING TO KNOW TURKEY. By Fanny Davis. Illustrated by Donald Lambo. New York: Coward-McCann, Inc., 210 Madison Ave., 1957. Pp. 64. \$2.50. By holding fast to a dream of his student days Mustafa Kemal Atatürk inspired the Turkish people to fight for their homeland and establish Turkey as a modern republic. With great courage and leadership Atatürk persuaded his countrymen to establish industry and commerce, to modernize cities and methods of work, to modify their dress, and above all to change their thinking. "Turkey must stop resisting change," he said, "and move forward." The story of this change from an old fashioned country to a modern one and of the present day life and customs of Turkey is told in this easy-to-read book. Numerous line drawings, a list of important historical events arranged in chronological order, an index, and suggested sources for further information are included. Ages 8 to 12. Reviewed by Ruth S. Gue, elementary supervisor, Montgomery County Public Schools, Md.

COLONIAL LIVING. By Edwin Tunis. Cleveland: The World Publishing Co., 2231 W. 110th St., 1957. Pp. 156. \$4.95. Here is an accurate account of the everyday living of the men and women who created a new way of life out of the North American wilderness. The author shares a wealth of information with his reader as he describes and illustrates the details of daily living. From the earliest times of isolated coastal settlements to later times of thirteen independent colonies, the building of houses, the raising of crops, the work and products of the craftsmen, and the work of securing food are all made clear. This volume, illustrated with more than two hundred black and white line drawings, is an excellent reference on colonial living and will be an addition to any home, school or public library. Ages 12 and up.—R. S. G.

BIRTHDAYS OF FREEDOM. Book II. By Genevieve Foster. New York: Charles Scribner's Sons, 597 5th Ave., 1957. Unp. \$3. Beginning with the Declaration of Independence and going back to great episodes

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in history which followed the Fall of Rome, the author explains how these events contributed to the heritage of freedom and how ideas of law and democracy grew. Here we become familiar with different leaders, great documents and various systems of living which have played important roles in shaping the never-ending story of freedom. The barbarian invasions into the Roman Empire, the influence of the church in Rome, feudalism, the Crusades, the Magna Carta, the Renaissance, the Bill of Rights, and the part each played in the story of freedom are made clear. Excellent charts, maps and pictures add to the effectiveness of the book. *Ages 10 and up.*—R. S. G.

THE FIRST BOOK OF ARCHAEOLOGY. By Nora Benjamin Kubie. New York: Franklin Watts, Inc., 699 Madison Ave., 1957. Pp. 65. \$1.95.

A brief story of archaeology—what it is and how it developed—is presented in this simple but absorbing account of a relatively new science. Beginning with the work of pioneers in the field and their crude self-taught methods, the author traces the history of archaeology from early digs along the Tigris-Euphrates Rivers and in England, Italy, Greece and Egypt, to the careful, scientific excavations of today. She also relates the exciting stories of archaeologists at work uncovering the ruins of lost civilizations, what they have found, and what they have learned from their finds. Many excellent drawings and diagrams illustrate the text, and a brief bibliography and an index are included. *Ages 9 to 12.*—R. S. G.

ALL ABOUT GREAT RIVERS OF THE WORLD. By Anne Terry White. Illustrated by Kurt Wiese. New York: Random House, 457 Madison Ave., 1957. Pp. 150. \$1.95

This is the story of five of the world's mightiest rivers—the Nile, the Amazon, the Yangtze, the Volga and the Mississippi. It is also the story of man's dependence on rivers and his constant struggle to harness them for his own use. The author, in a brief introduction, explains how rivers have been shaping man's life for millions of years and how rivers themselves change through the ages. She then tells the story of each of the five rivers—how it has developed, how it has affected the land and people along its banks, and how it is influencing today's world. Full-page maps

and numerous drawings add to the effectiveness of this interesting and informative book. A table of contents and an index are included. *Ages 7 to 12.*—R. S. G.

ALL ABOUT THE ARCTIC AND ANTARCTIC. By Armstrong Sperry. New York: Random House, 457 Madison Ave., 1957. Pp. 146. \$1.95.

The Arctic with its surprising contrasts, the Antarctic with its almost lifeless frozen wastes, and the vast differences between the two regions are described in this fascinating story of two of the coldest regions on our globe. Through clear, informative text the author presents a scientific report of weather conditions, land and water formations, ocean currents, and plant and animal life in the polar regions and explains how conditions and resources found in these two regions offer vast possibilities for use both now and in the future. Several outline maps and numerous line drawings, along with a table of content and an index, contribute greatly to the value of the book. *Ages 9 to 12.*—R. S. G.

MEN AT WORK IN THE SOUTH. By Henry Lent. New York: G. P. Putnam's Sons, 210 Madison Ave., 1957. Pp. 128. \$2.75.

This companion volume to *Men at Work in New England* tells the story of twenty-three of the major industries of the South. The author takes the reader on a tour through nine southern states to see a Louisiana sugar plantation and refinery, a Florida orange harvest, a beef sale on one of Georgia's cattle ranches, and a Shrimp Festival at one of the Gulf of Mexico fishing ports. He tells how lumber becomes furniture, how wood chips become rayon, and how bauxite becomes aluminum as well as how electric power is produced at Tennessee Valley Authority and how atomic power is produced at Oak Ridge. Explicit text and photographs give detailed pictures of southern work and workers. A table of contents, a map and an index are included. *Ages 8 to 12.*—R. S. G.

TOM PAINE: FREEDOM'S APOSTLE. By Leo Gurko. Illustrated by Fritz Kredel. New York: Thomas Y. Crowell Co., 432 4th Ave., 1957. Pp. 213. \$2.75. That men often achieve greatness because of the situations in which they find themselves is brought out

quite clearly in this biography of Tom Paine, one of America's most provocative figures. The author, as he relates the story of this unusual man, reveals the complex nature of Paine's character as well as Paine's great influence in shaping public opinion against the British at the time of the American Revolution. Though simple in appearance this book will be best appreciated by children who have some understanding of the times in Europe as well as in America. The beginning of each chapter is illustrated with black and white line drawings. *Ages 12 to 16.*—R. S. G.

THE BLACK STONE KNIFE. *By Alice Marriott. Illustrated by Harvey Weiss. New York: Thomas Y. Crowell Co., 432 4th Ave., 1957. Pp. 181. \$3.* The author, a noted ethnologist and student of Indian life, has based this exciting book on a story that the Kiowa Indians have told many times in the last one hundred and thirty years. Wolf Boy, only twelve years old and too young to go, followed his brother and his friends to search for the place where summer lived and to find a black stone knife like the one his grandfather had found by the great river to the south. Their adventures through the unfamiliar country, their capture by Apaches, their wonder and fear of the white men's towns, and their warm friendship with Andalay, a boy from the south, are told with simplicity and unusual scholarship. Black and white line drawings add to the interest and appeal of the story. *Ages 9 to 12.*—R. S. G.

JUAN PONCE DE LEON. *By Nina Brown Baker. Illustrated by Robert Doremus. New York: Alfred A. Knopf, Inc., 501 Madison Ave., 1957. Pp. 146. \$2.50.* The story of Juan Ponce de Leon, how he came to be an explorer and his accomplishments in the New World are made clear through this warm, readable biography. The author relates the important episodes in Ponce de Leon's life from his years of service as a page to a kind and generous nobleman to his explorations and discoveries in the New World. This portrayal of the explorer as a gentle man, an able soldier and a strong leader make the man seem particularly real. Handsomely illustrated with black and white line drawings, this book will be enjoyed by children from 8 to 12 years of age.—R. S. G.

MOUNTAINS IN THE SEA. *By Kathryn Gallant. Maps and drawings by Walter Galli. New York: Coward-McCann, Inc., 210 Madison Ave., 1957. Pp. 96. \$1.95.*

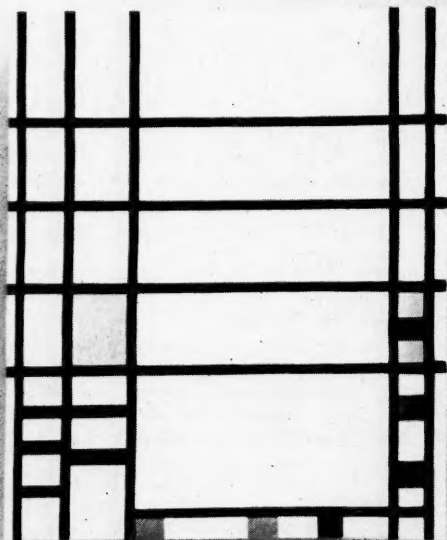
Through clear informative text the author describes the mountainous country of Japan with its long, irregular coastline and explains how the people are solving their major problem of too many people on too little land. By experimenting with new ways of doing things, by putting every bit of precious land to good use, by harvesting crops from the sea and by manufacturing products for sale to other countries, the Japanese, against great odds set by the topography and location of the country, are building a strong, influential nation. Maps, drawings and photographs are effective. *Ages 10 to 15.*—R. S. G.

FROM THE FURY OF THE NORTHMEN.

By Rhoda Power. Illustrated by Pauline Baynes. Boston: Houghton Mifflin Co., 2 Park St., 1957. Pp. 247. \$3. Episodes from English history, as seen through the eyes of imagined people who witnessed or took part in the events, are dramatically recreated in the sixteen stories that make up this book. The stories, some dramatic, some tragic and some humorous, cover the time from the latter part of the eighth to the nineteenth century. They relate important historical events and events typical of the period described. Black and white line drawings illustrate the different periods of history. *Ages 11 to 14.*—R. S. G.

JUNGLE OIL. *By Myrick and Barbara Land.*

Maps and drawings by Marian Manfredi. New York: Coward-McCann, Inc., 210 Madison Ave., 1957. Pp. 96. \$1.95. For centuries treasure hunters from other lands had been attracted to Venezuela but most of them ended up empty handed. While these great treasure hunts were under way, great black pools of oil and a mountain of almost pure iron, two of Venezuela's greatest resources, remained hidden to the world. This book tells about Venezuela's hidden treasures and relates how the advent of the machine age brought a new kind of treasure hunter—the scientist—to the country. It explains how the discovery and use of mineral resources are opening up the vast unexplored regions of the country, how modern cities are being built, and how the search for natural resources and scientific knowledge continues. Excellent maps, drawings and photographs accompany the texts. *Ages 10 to 15.*—R. S. G.



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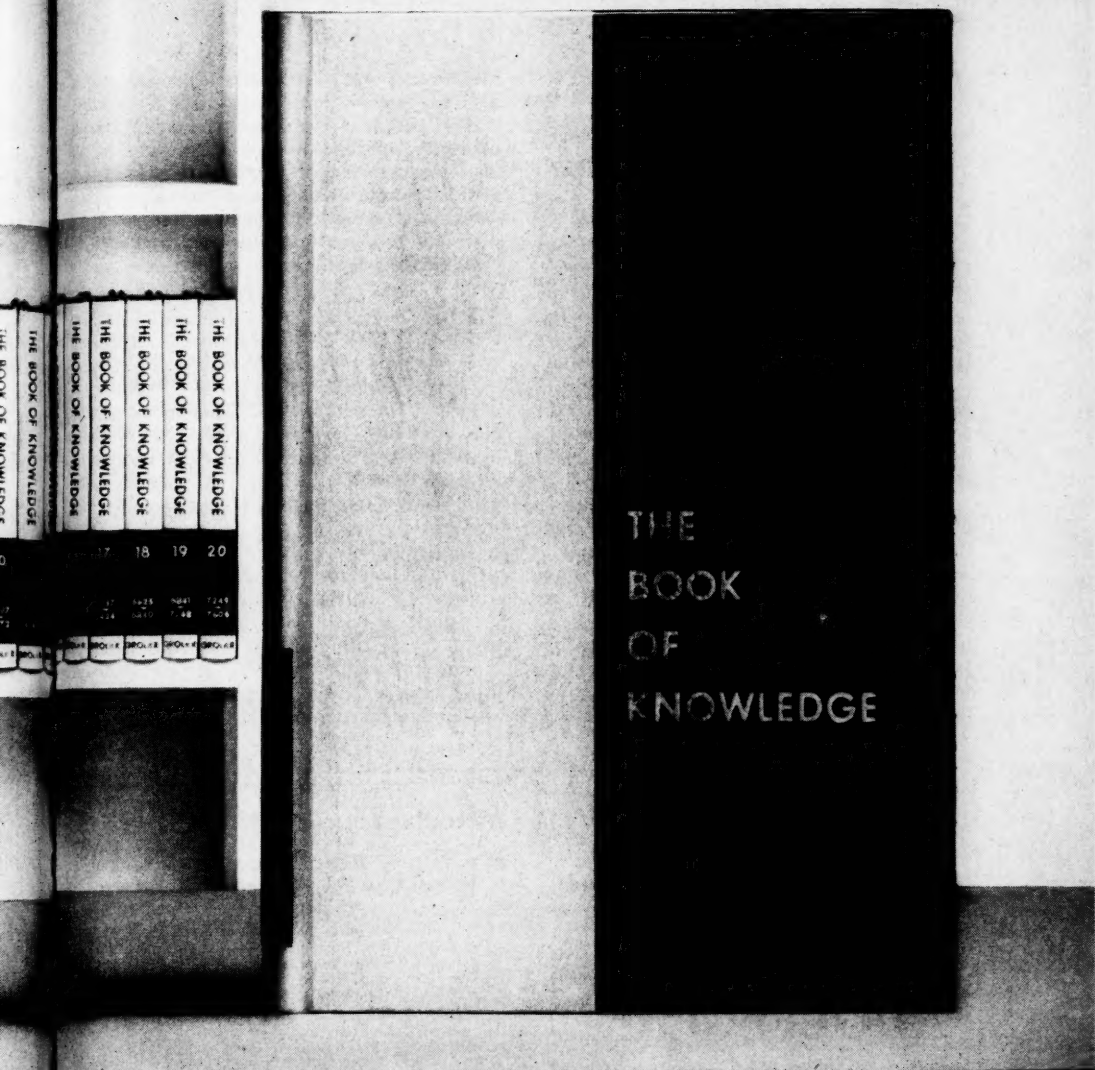
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Books for Adults . . .

Editor, ELIZABETH KLEMER

THE CHILD AND HIS ELEMENTARY SCHOOL WORLD. By Ruby H. Warner. New York: Prentice-Hall, Inc., 70 5th Ave., 1957. Pp. 406. \$4.95. This book provides an excellent picture of the elementary school as viewed through the eyes of children.

The author has demonstrated keen insight into the myriad activities and subtleties underlying a typical elementary school program.

The section on the teaching of reading is effective, probably the strongest in the text, and may be used as a model for explaining a modern reading program to newcomers to the field.

Refreshing are the illustrations of principles of the psychology of learning and child growth through examples of actual school situations as contrasted with the practice of developing these principles in isolation in one or two chapters at the beginning of a text.

Elementary school arithmetic is described adequately; however, the author should have explained thoroughly the need for much practice in computation. Science, the language

arts, social studies, creative arts and music also are treated to the reader's advantage.

The author's instructive and simple style of writing makes this book a good choice for an introductory course in education or for a general course in the elementary school curriculum.—Reviewed by ROBERT R. NARDELL, associate professor of education, San Diego State College, California.

STUDENT TEACHING IN THE ELEMENTARY SCHOOL. By Margaret Lindsey and William T. Gruhn. New York: Ronald Press Co., 15 E. 26th St., 1957. Pp. 214. \$3.75. The authors say, "the content of this book has been selected to avoid duplication of material to which the student has given attention previously," that it should make good background reading for conferences and seminars.

The major assets of this new text are: it is written in a plain, straightforward style; it stresses self-analysis, understanding and purposing; it is continually forcing the student to relate his thinking, his activities back to fundamental educational principles; and it provides an excellent integrating summary to all the student's professional work.

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Suggested activities, lists and outlines are very good. There are but a limited number of detailed concrete technical tips. This is noticeably so in the chapter on "Guiding Learning Activities." Such basic items as conferences and record keeping receive but slight attention. The references at the ends of chapters are few and seem in many cases to be either too general or inappropriate to the content being covered.

The professional strength of the book is that it is a student teaching guide stressing principles, self-analysis, teacher purposing, the over-all, the broad view. This reviewer feels such a student teaching book is a needed addition to our growing body of texts in this field. Reviewed by JOE A. APPLE, professor of education, San Diego State College, California.

PRESCRIPTION FOR SURVIVAL. By Brock Chisholm. New York: Columbia University Press, 1957. Pp. 92. \$2.50. Dr. Chisholm has accepted the challenge of our age and has tried to meet it with his prescription for survival. Every thinking and questioning American needs to know about this short but challenging book and to study his provoca-

tive point of view. Brock Chisholm is highly qualified to write such a book (now president of World Federation for Mental Health and vice-president of the World Association of World Federalists). He has served as Director of the World Health Organization and received the first Kurt Lewin Memorial Award from the Society for Psychological Study of Social Issues. He is well known throughout the world for his contributions to mankind and is now giving in his book his insights and understandings of our present dilemma and a constructive plan of action to meet it and build for the future. This book has already been published not only in United States but also Great Britain, Canada, India and Pakistan.

He contends that if man is not to cause his own disappearance from earth he must take immediate and drastic steps to alter his thinking and his patterns of behavior. The training and education of children and how they should be allowed to grow beyond levels reached by their parents is analyzed. He dramatically shows the urgency of everyone's support to the United Nations in working toward an ideal world. Finally, he recommends the dynamic use of the imagination in

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trying to rid ourselves of hostilities, and to understand other people and how other people look at us. He analyzes individual and social integration and urges constructive action now with his warning for the future.—E. K.

GROWTH, TEACHING, AND LEARNING.

Edited by H. H. Remmers, Harry N. Rivlin, David G. Ryans and Einar R. Ryden. New York: Harper & Brothers, 49 E. 33rd. St., 1957. Pp. 557. \$4.50. We have here a collection of publications gathered chiefly from periodicals. It follows the more recent trend of putting emphasis upon emotional development and mental hygiene. One part out of three is given to this topic. It treats of behavior problems, praise and blame, failures and frustrations, social class factors and social relations. The process of learning itself is more generally pursued under another one of the three parts, entitled "The Growing Child." Here we find discussed the nature of intelligence, exceptional abilities, motivation, transfer, theories of learning, and curriculum practices as related to child development and to individual differences. But the editors show their own predilection by the emphasis placed on measurement. This topic occupies all of the third part, but it should also be said that this part contains but twenty percent of the total number of pages. For this part the editors choose contributions dealing with the measurement of aptitudes, intelligence, personality, effectiveness of teaching and educational achievement. *Reviewed by A. MAX CARMICHAEL, professor of education, San Diego State College, California.*

WORK PLACE FOR LEARNING. *By Lawrence B. Perkins. New York: Reinhold Publishing Corp. 1957. Pp. 64. \$4.* This is a captivating title expressing an architect's point of view on school house planning. With brevity of text and profuseness of photo-

graphic illustration the author espouses the point of view that a well-designed school building must of necessity be an integral part of the total physical environment for learning.

The author presents a way of thinking about learning and the relationship of the school building to learning. In spite of some recurring nostalgia for days that are gone and for the symbols that represent past times, such as the neighborhood school, one must in more realistic moments realize that such edifices often repelled the learner rather than attracted. Their very austerity and their association with authoritarian education did not beckon or intrigue the learners.

The architect today must consider the individual and the job the building should help to do in the full development of his potential. The brick, wood, stone, steel and mortar are means toward an end which actually far transcends that of a merely economical, sturdy structure. School building thus becomes an art. This, rather than the science of school building is the emphasis of the text.

The author in text and picture portrays the implementation of this philosophy in every aspect of the building. He shows how the approaches to the building itself can be friendly and inviting. Once within, the learner should not feel trapped; or when leaving, he should not feel "unchained." In like manner each school facility, even the principal's office, is considered.

Thus the school plant becomes "an interesting site, itself part of the world, and only partly roofed." And economical? Yes! Ugly buildings are destroyed long before they have lived out their physical usefulness. The beautiful buildings while making a greater contribution to the education of youth will be well cared for and appreciated longer.—*Reviewed by THORSTEN R. CARLSON, professor of elementary education, San Diego State College, California.*

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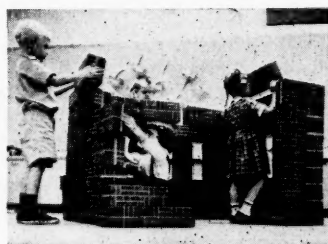
Bulletins and Pamphlets

Editor, HELEN COWAN WOOD

ALL CHILDREN HAVE GIFTS. By Anne S. Hoppock. Bulletin 100, Association for Childhood Education International. Washington, D. C.: The Association, 1958. Pp. 32. 75¢. Here is a thoughtful, deeply convincing affirmation of a point of view which must not be shouted down in these anxious days. It reminds us that all children have valuable contributions to make, not just a few; that all kinds of gifts are needed, not just the scientific or intellectual; that our way of life depends as much on how well we develop the gifts of all children as upon how well we develop the talents of a few "gifted" children. How we provide a program which allows and encourages all children to develop their gifts is suggested in a dozen illustrations of specific school practice, as well as in the articles by Laura Hooper and Neva Ross. This bulletin is a timely and valuable contribution from our Association, reinforcing our faith, helping us know we do not stand alone, and giving us strong words to express our convictions as we press for the kind of education which can build the strength of all our people.—H. C. W.

tion which can build the strength of all our people.—H. C. W.

FOUR METHODS OF REPORTING TO PARENTS. By Henry J. Otto, Malvin G. Bowden, M. Vere Devault, Joseph J. Kotlik, James A. Turman. Austin: The University of Texas, 1957. The study summarized in this monograph was sponsored by the Texas Congress of Parents and Teachers and conducted under the direction of Henry J. Otto, professor of education, University of Texas. The study was made in grades two, four and six of six elementary schools. Two thousand two-hundred and fifty pupils, twelve principals, 72 teachers and 288 parents were involved. The purposes of the study were (1) to probe into aspects of the reporting problem which have been treated meagerly or not treated at all in the published research; (2) to motivate teachers and parents to do some serious thinking about issues inherent in the reporting problem; (3) and to explore the influence of four different types of reporting plans on children, parents and teachers. Two of the plans studied used a comparative marking system and two did not. One of the latter used parent-teacher conferences as a major



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means of reporting, and the other used a check-list type report card. The study indicated that no one of the four plans was entirely adequate, but the four methods taken together probably contain most of the essential ingredients of an adequate method. The recommendation was made that each school should study its reporting plan, with parent aid and participation, so that this zone of home-school relations would cease to be an area of disagreement and frustration. Interesting findings of the study are:

1. Both teachers and parents agree (97 to 100 per cent) that children of unequal ability and maturity should not be expected to show equal achievement.

2. Teachers, pupils and parents agree that the two major objectives of the elementary school are to teach the basic skills (reading, writing, arithmetic, content in science and social studies) and the social skills (human relations).

3. Children operate in terms of generalized motivations and the sources of these motivations are many and diffuse.

4. A comparative marking system is an inadequate and unsatisfactory device for motivating children to greater efforts.

5. Parent-teacher conferences are favored by both teachers and parents as a means of reporting pupil progress to parents.

This monograph merits careful study because it provides data to support these statements and many others equally provocative which cannot be included because of limitations of space. The section in the final chapter on "Competition and the Reporting Plan" is especially helpful to those who sometimes feel confused regarding the roles of competition and cooperation in our society.—Reviewed by AFTON DILL NANCE, consultant in elementary education, California State Department of Education, Sacramento.

TELEVISION FOR CHILDREN. By Thomas R. Carskadon and Others. Boston: Foundation for Character Education, n.d. Pp. 59. This booklet is addressed to persons who determine what programs shall be broadcast for children and who must decide which available filmed programs to offer for local sponsorship. It will also be useful to parents and teachers who recognize that television plays an important part in the lives of today's children. An average of twenty to thirty hours

per week is spent in watching TV programs. The characteristics of present children's programs are analyzed, and the concerns of parents are described. The chapter on how children develop attitudes is especially helpful and stimulating. A digest given at the end of the bulletin describes present television programs in comparison with what is needed and lists the types of presentations which should be avoided. A summary of the effects of television on children is also presented. The fact that research has not yet provided information on how television affects character development, aggression, fears and behavior patterns in children presents a challenge for further investigations. The booklet is pleasing in format and illustrated with attractive line drawings. This is a helpful publication for parents and teachers.—A. D. N.

TEN QUESTIONS ON PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS. By Elsa Schneider. Washington, D. C.: Office of Education. U. S. Department of Health, Education and Welfare, 1957. The information for the study was collected by questionnaires from 523 school systems during the 1955-56 school year. This is a preliminary report; a more extensive bulletin will be published at a later date. Some highlights of the study are:

1. Sixty-two per cent of the systems surveyed provided inservice education for elementary school teachers.

2. Approximately seven-eighths of the systems indicate that physical education facilities are used by the community in out-of-school hours during the school year.

3. Approximately one-half of the systems sponsor summer recreation programs, independently or in cooperation with other community agencies—A. D. N.

YOUR CHILD'S SENSE OF RESPONSIBILITY. By Edith G. Neisser. New York: Public Affairs Committee, Inc., 1957. Responsibility is a highly valued personal characteristic in our present-day culture. Two quotations from Edith G. Neisser's pamphlet, *Your Child's Sense of Responsibility*, illustrate this point. She says, "We stress responsibility in much the same way as other ages have stressed other qualities . . . self-effacement, unquestioning obedience, or physical courage . . . Responsibility in its widest sense, combines the independence of the frontiers-



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man with sensitivity to the feelings of others. It means taking appropriate action without having to be reminded." These statements introduce a useful and stimulating bulletin which provides helpful guidance for parents and teachers. The types of responsible action which may be expected of children of different ages are described. The responsibilities of adults to see that the tasks are appropriate, and that credit is received when due, are also outlined. Material in this bulletin might well be used as the basis for a discussion in a faculty meeting or a meeting of teachers and parents. Highly recommended.—A. D. N.

A TEACHER'S GUIDE TO THE P.T.A. *Bulletin of the National Congress of Parents and Teachers*, 700 N. Rush St., Chicago 11, Ill. 1957. Pp. 80. 50¢. This booklet provides valuable orientation for new teachers and student teachers, as well as for teachers and parents in areas which have not been affiliated with this national organization. It explains the goals of the P.T.A. and describes the projects and activities through which the organization works at local, state and national levels, emphasizing what the parent-teacher partnership has to offer for teachers.—H. C. W.

CHILDREN'S RECORD REVIEWS. *Bulletin issued five times a year (October, December, February, April, June).* Box 192, Woodmere, N. Y. Annual subscription \$10. This new service provides a central listing of available current recordings for children from all major record companies. Description and evaluation are given for each record title, with suggested uses and age range. Reviews are written by professional librarians and teachers.—H. C. W.

EQUIPMENT AND SUPPLIES. *Compiled by the Committee on Equipment and Supplies, Association for Childhood Education International. General Service Bulletin No. 39.* Washington, D. C.: The Association, 1957 Revision. Here is another issue of the Association's list of recommended materials for nursery, kindergarten, primary and intermediate schools and for home use. Supplies and equipment included here have been tested and approved in seven testing centers in various parts of the United States and Canada, where the materials are used by children in classroom, activity rooms and playground. The bulletin recommends complete equipment and supplies for a nursery school of 15

children, kindergarten of 20 children, primary group of 25 children, and intermediate group of 30 children. It also offers classified lists of approved materials for music, science, art and other areas.—H. C. W.

SCIENCE BOOKS FOR CHILDREN. By Verne N. Rockcastle and Eva L. Gordon. *Cornell Rural School Leaflet, Teachers' Number, Fall. Vol. 51 No. 1, 1957. Ithaca, N. Y.: New York State College of Agriculture. Pp. 63.* Teachers will welcome this annotated bibliography of children's science books. This pamphlet contains books published since 1950 grouped under the following titles: General Nature Study, Animal Life in General, Mammals, Birds, Reptiles, Amphibians and Fish, Insects and Other Invertebrates, Plant Life, Earth Science, Physical and Chemical Forces and Their Application. Besides an excellent indication of content of each book, the annotation suggests appropriate grade level for its use, remarks on the style of writing, and frequently includes an evaluative comment on its scientific value.—Reviewed by MARY ALBERTA CHOATE, assistant professor of education, University of Oregon.

Among the Magazines

Editor, ERNA CHRISTENSEN

Magazines for children (continued from April)

NATIONAL 4-H NEWS, published monthly by National Committee of Boys and Girls Club Work, Inc., 49 E. VanBuren St., Chicago 5. \$1. This magazine, started in 1923, continues to serve the large organization of 4-H clubs all over the country.

1958 FOR YOUNG NEW YORKERS, published monthly by Strong Publications, Inc., P. O. Box 1399 Grand Central P. O., New York 17. Ages 8 to 14. This new venture includes stories and such features as Personalities, Sports, Fun in New York, in its high quality slightly sophisticated format. The editors are planning other editions for other sections of the country. Watch for it when it reaches your area.

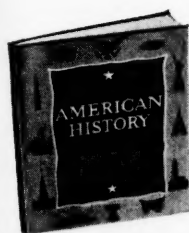
PLAYS, published by Plays, Inc., 8 Arlington St., Boston 16. 8 issues for \$4. A drama magazine for young people that includes plays for lower and middle grades and junior and senior high school, as well as plays for special holidays and occasions.

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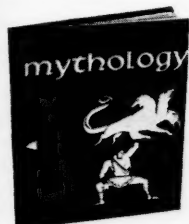
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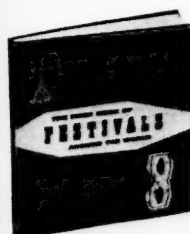
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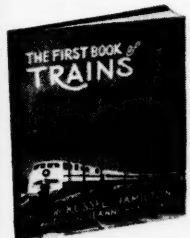
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SUMMERTIME, *Junior Scholastic's Vacation Magazine*, published five times during summer months by Scholastic Magazines, Inc., 33 W. 33rd St., New York 36. 50¢. Grades 6, 7, 8.

WEE WISDOM, published monthly by Unity School of Christianity, Lee's Summit, Mo.

\$2. Ages 6 to 11. In addition to stories and poems, this magazine provides a variety of suggestions for activities such as puzzles, recipes, paper dolls. It invites reader participation in the Writers' Guild section. **WEE WISDOM**, started in 1893, has the longest history of any magazine here mentioned. It is available in Braille without cost to the blind who are familiar with Grade Two.

YORKER, THE, published by the New York State Historical Society from September to June, Cooperstown, N. Y. \$1. Ages 7 to 12. This publication is designed for the "Junior Historians." There may be a number of states that publish periodicals for children. In addition to New York we discovered the **JUNIOR HISTORIAN of Pennsylvania**, published by the Department of Public Instruction, Commonwealth of Pennsylvania, Harrisburg, and

also the **JUNIOR HISTORIAN of the Texas State Historical Association**, published six times a year by the Texas State Historical Association, University of Texas, Austin 12.

From Business

Although many corporations now provide free publications as an educational service, the only periodical publication we found is called **ARAMCO WORLD**, published monthly by Arabian American Oil Co., 505 Park Ave., New York 22. It is available upon request. The format is attractive with generous use of photographs. Its purpose is to furnish interesting articles on a wide variety of subjects that are neither scholarly nor pedantic but geared to the lay public. There is no age slant but older children will find it readable and informative. One issue we saw dealt with such diverse subjects as coal, trolley cars, growing up in Saudi Arabia and Christopher Columbus. There are no ads.

From Other Countries

Five publications for children from England seem worthy of mention. **WILD LIFE OBSERVER**, published nine times a year by

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Mary Glasgow and Baker, Ltd., 7, Kensington Ct., London, W. 8, has beautiful photographs that children of any age will enjoy. The title is explicit in terms of content. Children in the middle grades can read these fascinating stories of real animals. **THE SCOUT** and **THE GUIDE** are the official publications of the Boy Scouts Association and the Girl Guides Association. They are weekly publications available at 25 Buckingham Palace Road, London, S. W. 1. **NEW VENTURE**, "The Pocket Magazine for Boys," has such headings as Sea, Exploration, Natural History, Fiction and Faith. It offers adventure and information to boys and is available at 161a-166 Strand, London, W. C. 2. **THE YOUNG ELIZABETHAN** (reviewed in *CHILDHOOD EDUCATION*, October 1957) is published by Periodical Publications, Ltd., Rolls House, Breems Buildings, E. C. 4, London.

From the House of Grant (Canada), Ltd., 218 Christie St., Toronto 4, Ont., Canada, we received examination copies of French and German publications designed for students who are studying these languages. Three magazines of varying difficulty are available in French and two in German. Sample copies

will be sent upon request. **CANADIAN AUDUBON** is a publication of the Audubon Society of Canada, 181 Jarvis St., Toronto, 2, Canada. There are five issues a year and the cost is \$3. The January issue we saw had an excellent article on the identification of footprints of animals. There was a teachers' "How to Use" bulletin included in this issue, and many fine illustrations contributed to the effectiveness of the articles.

SILVER BELLS is a translation of the best stories (grades 1-4) of Japan's most popular children's periodical. The superb color illustrations of the original are used. **SILVER BELLS** constitutes an introduction to Japanese civilization and a beginning study in international understanding. Florence Sakada is the editor of this monthly magazine. It is translated by the staff of Charles E. Tuttle Company and is available in Hiroshima, Japan, or Rutland, Vermont.

SUNSHINE, a three-year-old English publication for children published in India, is described as a "progressive Asian youth monthly with a world view." The advisers to this magazine represent countries throughout

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the East as well as America. Stories, articles and features are of international interest and vary in appeal. The format and some of the features are not unlike English and American magazines for older children. *The editor is G. S. Krishnayya. The "Post Free" rate in the U. S. A. is \$2. For subscriptions, write to SUNSHINE, 44 Sassoon Rd., Poona, India.*

From the Adult World

There are some magazines which, although intended for adults, are pored over by children, who seem to be delighted and instructed by their illustrations. These stand out:

NATIONAL GEOGRAPHIC, published monthly by National Geographic Society, 16th and M Sts., N. W., Washington, D. C. This needs no description, since it has long been a valuable social studies resource.

ARIZONA HIGHWAYS, published monthly by Arizona Highway Department, Phoenix, Arizona. \$3.50. This magazine is well known for its spectacularly beautiful pictures of this picturesque state in both black and white and color.

NATURAL HISTORY, published monthly by American Museum of Natural History, Central Park W. at 79th St., New York 24. \$5. Beautiful photography and wide range of articles dealing with many subjects related to natural history are among the noteworthy features of this magazine.

POPULAR MECHANICS, published monthly by Popular Mechanics Co., 200 E. Ontario St., Chicago 11. \$3.50. Most boys, including good readers and non-readers, thumb avidly through this profusely illustrated magazine.

LIFE, published weekly by Life, 540 N. Michigan Ave., Chicago 11. Many good illustrations make news events meaningful to children.

SPORTS ILLUSTRATED, published weekly by Time, Inc., 540 N. Michigan Ave., Chicago 11. \$7.50. This excellent sports magazine is greatly enjoyed by boys.

For Classroom Use

MY WEEKLY READER, published weekly during school year (except Thanksgiving week and three weeks at Christmas time) by American Education Publications, 1250 Fairwood Ave., Columbus 16. There are six editions: Picture Reader for Grade 1, News

Reader for Grade 2, News Story for Grade 3, News Parade for Grade 4, World Parade for Grade 5, and News Report for Grade 6.

Scholastic Magazines, Inc., 33 W. 42nd St., New York 36, publishes three weekly (except holidays) papers for elementary grades. EXPLORER, designed for grades three and four, contains news, science, stories, art, things to do and make. NEWSTIME, for grades four and five, is planned for Junior American Citizens. JUNIOR SCHOLASTIC, Your World View Magazine for School and Home, is geared to grades six to eight.

YOUNG CITIZEN, published weekly during school year, except holidays, by Civic Education Service, Inc., 1733 K St., N. W., Washington 6, D. C. The purpose of this publication is to serve as an adjunct to a language arts and social studies program in the fifth and sixth grades, by providing material children want to read and current national and international happenings.

For Further Information

As we explored the resources on children's periodicals, we found very little up-to-date material. A need for a current, critical study of the field seems to be indicated. Among the resources we found most helpful are:

N. W. AYER & SONS DIRECTORY OF NEWSPAPER AND PERIODICALS, 1957, 89th Yearbook, published by H. W. Wilson & Co., Philadelphia.

THE FAZON LIBRARIANS' GUIDE TO PERIODICALS AND AMERICAN SUBSCRIPTION CATALOGUE, published by F. W. Faxon Co., 83-91 Francis St. Boston.

HORN BOOK, published six times a year by The Horn Book, Inc., 585 Boylston St., Boston 16. \$4.50.

MAGAZINES FOR SCHOOL LIBRARIANS, by Laura K. Martin, published by H. W. Wilson & Co., Philadelphia, 1950.

THE PERIODICAL HANDBOOK, published by The Mayfair Agency, a division of Harper & Brothers, Englewood, N. J.

PERIODICALS FOR BOYS AND GIRLS, compiled by Lavinia G. Dobler, Librarian, Scholastic Magazines, Inc., 33 W. 42nd St., New York 36.

SUBJECT INDEX TO CHILDREN'S MAGAZINES, published monthly by Meribah Hazen, 301 Palomina Lane, Madison, Wisconsin, Yearly subscription \$7.50. Thirty-eight magazines are indexed and reading level is indicated.



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